HIGHLIGHTS FROM THE BARK REPORT

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"LEARNING DIFFICULTIES"

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- Compulsory incompetence in Maths and English: THE REPLACEMENT of CORPORAL PUNISHMENT!
- What we can do about it

THE BARK REPORT

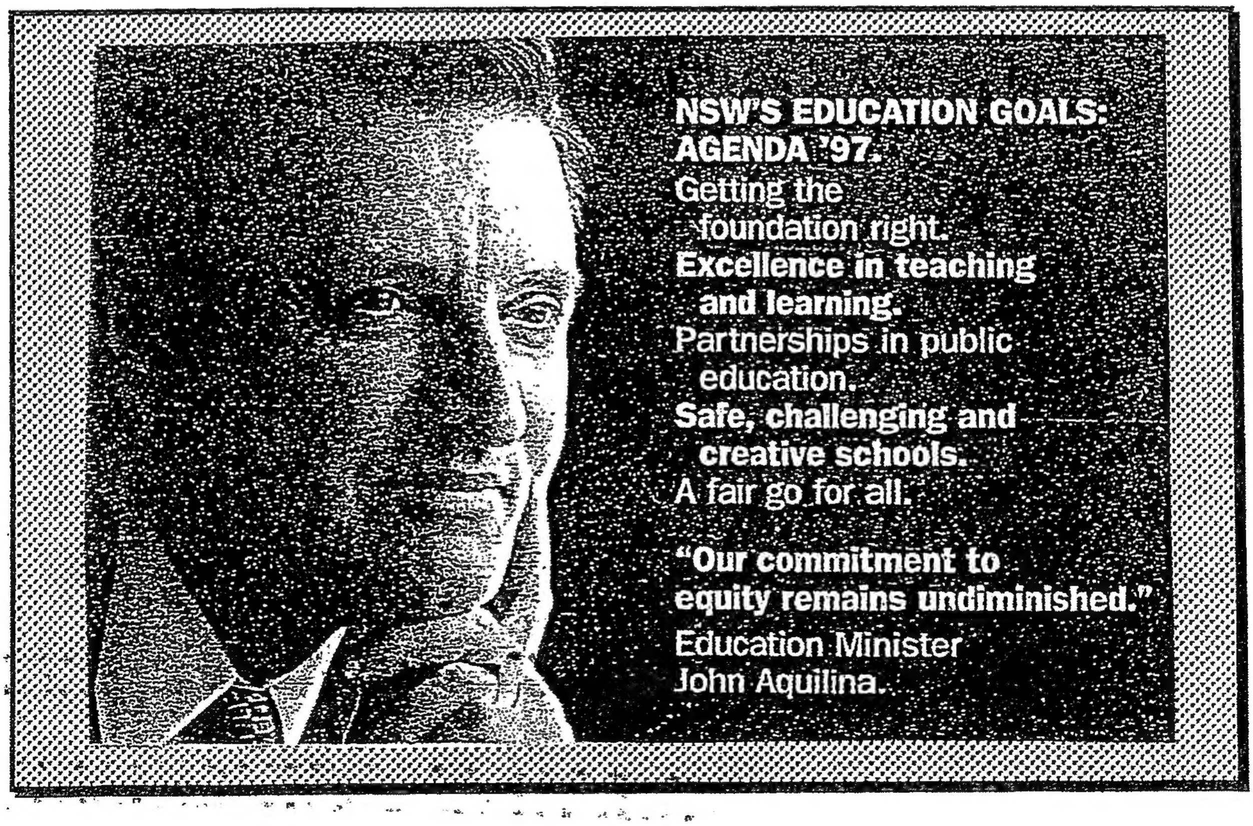
Compulsory Incompetence
in
Maths and English
and
What We Can Do About It

What's in a Name

The Bullock Report (England) : Weighty and Voluminous

The Bark Report (Australia): K-9 Alarm

Hopefully, the present Education Minister, John Aquilina, will do more than just casting his eagle eye over the concrete material presented, because that's exactly what is needed to arrive at the goals already determined.



NSW'S EDUCATION GOALS: AGENDA '97.

Getting the foundation right.

Excellence in teaching and learning.

Partnerships in public education.

Safe, challenging and creative schools.

A fair go for all.

"Our commitment to equity remains undiminished."

Education Minister John Aquilina.

Published 1998 by the 3Rs The Professional Way
Copyright 1998 A. Bark

Author's Background

Born 20.12.1928

1. H.S.C. (Holland) 1947
   4 Unit Maths, Mechanics, Technical Drawing
   Physics, Chemistry, Biology, Political Economy,
   History, Geography, Dutch, English, French,
   German, Art, P.E.
2. Certificate of Ability, Nautical College Holland, 1949
3. Diploma 3rd. Mate, Sea Going Trade Holland, 1951
4. Diploma 2nd. Mate, Sea Going Trade Holland, 1954
5. Spanish Commercial Correspondence Holland, 1954
6. French Commercial Correspondence Holland, 1958
7. English Commercial Correspondence Holland, 1961
8. Language Studies: Friesian, Italian, B.A. French
9. High School Teacher: English & French Holland, 2yrs
10. High School Teacher Australia, 14yrs

    De La Salle, Ashfield
    Latin, French & English.

    St. Dominics, Kingswood
    Creative Writing, English, Subject Master Technical Drawing.

    Patrician Brothers, Granville
    Creative Writing, Mathematics, Subject Master Music

    Oakhill College, Castle Hill
    Creative Writing, Mathematics, Subject Master Technical Drawing, French, & Art

11. Insurance & Real Estate Agent (Finance).
12. Owner Builder (Rammed Earth).
13. Hawkesbury Adult Education Creative Writing, Spanish.
14. Professional Musician Accordion, Flamenco Guitar.
15. Author of Textbooks English & Mathematics.
16. Private Tutor since 1976: K-12
17. Soccer Coach

THE 3RS
THE PROFESSIONAL WAY
A. BARK, CATTAL N.S.W. 2756

GLOBAL INDOCTRINATION

My practical Linguistic and Mathematical expertise completely satisfies the NSW Education goals set in 1997 by Education Minister John Aquilina.

My Back to Basics collection will never be equalled.

Unfortunately, **Politicians seem to Prefer Poetic Propaganda.**

Aquilina didn't even acknowledge receipt of the 600-page Bark Report.

Worse! The Prime Minister, Education Minister Piccoli and Shadow Minister Kate Ellis ignored the Highlights of it as well as the above collection on USB produced at the cost of $250,000 from the sale of my property!

Excellence in teaching and learning has now been absent for the past 50 years! The Global Indoctrination under the luring names of New Maths and New English has successfully prevented both teachers and parents from knowing any better.

The front page of the Daily Telegraph – Thursday, May 19, 2016 – sums it all up: "Education Minister's grammar guide for Dummy Teachers."

Grammar is not an isolated subject!

By copying, memorising and analysing examples of well-written work, **good grammar** is **automatically** taken care of!

ABC
c/o Mark Scott
GPO Box 9994
Sydney, 2001

A. Bark
25 Reedy Road
Cattai, 2756
042839120

August 2016

A program worth watching

I want to discuss the enclosed material with the Commission. Ignoring "the Writing on the Wall" or "The Tolling of the Bells" is equivalent to ignoring the unfortunate fate of Australian children.

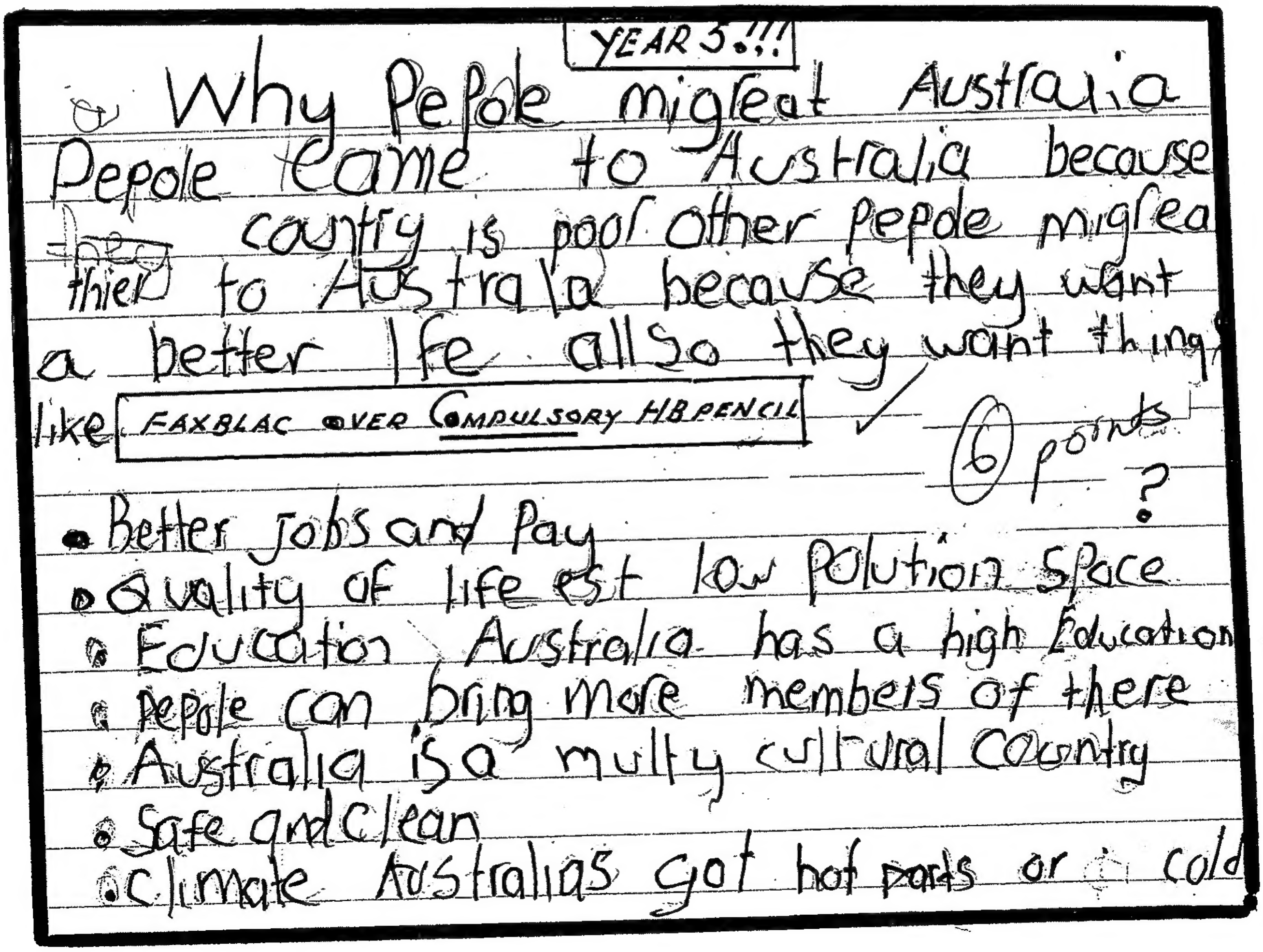
I expect to soon hear from the Commission because people of my versatile, academic and practical calibre are almost extinct.

PARENTS PROTEST!

But Beware! Only organised Revolt will Attract Attention.

Possible Actions

1. Only send your children to school 1 or 2 days per week.
2. Stop paying fees.
3. Stop raising money.
4. Ban the tuckshop.
5. Throw all homework sheets in the recycling bin.
6. Ignore request to do projects.
7. Don't buy books.



YEAR 3.!!!

Why Pepole migreat Australia
Pepole came to Australia because
~~they~~ country is poor other pepole migrea
thier to Australa because they want
a better lfe allso they want things
like FAXBLAC OVER COMPULSORY HB PENCIL ✓

⑥ points
?

- Better jobs and Pay
- Quality of life est low Polution Space
- Education Australia has a high Education
- Pepole can bring more members of there
- Australia is a multy cultural country
- Safe and Clean
- climate Australias got hot parts or cold

Educational corruption

- The original **Bark Report** (1998)-an almost 600-page document-revealed the disastrous exam results in a number of Public and Private schools in the Hawkesbury area. It was sent via Kevin Rozzoli to Bob Carr. Receipt was personally acknowledged. However, it was then forwarded to Education Minister John Aquilina who obviously preferred prosaic propaganda to the findings of someone with a rather unusually versatile practical and academic career.

- In 2009, the report was sent to Federal Minister Louise Markus. I received a Christmas card; the report disappeared! and AGAIN in 2016.!! not even acknowledged!!

- During the recent State elections, politicians promised to employ more teachers, a clear sign that, despite the fancy educational objectives and subsequent expected outcomes with the certainty of a 2-up game on Anzac Day, many students can't properly read, spell or find the answer to 3x4.
  More bushfires attract more professional firemen. To use the same reasoning in Education stems from a thoughtless emotional outburst that originates in the primitive brain because teachers are not qualified the way electricians are. Teachers are only trained to apply assumptions, opinions and arbitrary theories concocted by unpractical scholars who find it necessary to disagree with each other at the cost of simplicity. They only write reports dictated by their nocturnal hallucinations. They never write a textbook that can be readily used in the classroom.

- Employing more teachers will only mean perpetuating the commercial crap that has been inundating the schools for the last 50 years.
  Forget about learning can be fun.
- Spending $14 million on extra lights outside the schools is a mere decoy!
  The bottom line is that children are being used (abused) to maintain the economy.

If the Government were so concerned about the wellbeing of students, why does it ignore the following article:

A worldwide epidemic

Finland. 26% of boys and 33% of girls aged 14 report recurring or chronic low back pain which increases with age and is the third most common pain interfering with school work or leisure time.

Denmark. 39% of children report back pain lasting at least one month. Middle back pain is more common in young boys and girls, whereas middle back pain and low back pain are equally common in older children. Of those with back pain, 38% report some type of consequence, usually either visits to a medical practitioner or an impaired ability to carry out physical activities.

France. Girls report more back pain than boys do, and most report pain in the lower back.

Italy. 79% of school children(with an average age of 11.7 years) consider their school backpacks are too heavy, and 34% carry more than 30% of their bodyweight at least once a week (a nearly 10 kilo bag for a 30 kilo child). This is proportionally more than the limits proposed for adults in Italy. 65.7% of young people said backpacks cause fatigue and 46.1% said they cause back pain.

New Zealand. Third-form students carry an average of 13.2% of their body weight in their schoolbags, while sixth-form students carry an average of 10.3% of their body weight:

A new type of convict: mental and physical abuse.

There is no need to take books to school. Why should students have to carry a 600-page Maths book if only 1 or 2 pages are needed?

As a matter of fact, we don't need books at all!

The **Back to Basics** collection (33 e-books) shows clearly that all scholastic material for both Primary- and Secondary schools can **now** be presented on **one DVD**! **The advantages are enormous.**

- No more back-breaking bags.
- No more expensive books.
- No need to destroy a whole forest.

NEW MATHS & NEW ENGLISH

An Educational Holocaust approved by the Board of Studies.

- Compulsory, Commercial do-it-yourself Courses Consisting of pages and pages with puzzles, Cartoons, trivia and topics that should be left to parents.
- Immature opinions, likes and dislikes or answering trite questions are obscured by atrocious writing in a playground vernacular without punctuation and fraught with spelling mistakes.
- Filling in the gap exercises are traps to make mistakes.
- Pre-School-level narratives with multicultural names and subliminal advertising are designed to maximise consumer indoctrination.
- Some children in year 6 still use their fingers to work out that Ten Take Two is eighT.
- Many year 12 students mix up perimeter & area!
- Since eyes are more reliable than IQ, images better than words and showing better than telling, copying definitions or instructions is a waste of time, especially when they are illegible.

  However, **if**, despite that indisputable wisdom, **there is a deliberate attempt** to cause most students to score less than 50% in their Maths tests as the result of modern, mind-boggling complexities, then many Australians will eventually be semi-illiterate, innumerate consumers, **because Commercial Education is a smiling bullet!**
- Since my pioneering work has been consistently ignored, I'm now convinced that Ministers are Merely Manipulated Marionettes in the Global Monetary circus; they only want More Money for their Masters although all subjects for Primary-and Secondary School can fit on one single USB!

CATTAI SCHOOL
OF AART
[redacted]

The Hon Andrew Refshauge MP, 0428 396 120 Cattai, July 2004
Minister for Education 25 Reedy Road, 2756

Dear Sir,

Mental Massacre in the Maths Class

Einstein urged us to keep questioning. I did. However, the Educational Hierarchy is like Antarctica: Frozen.
Consequently, schools do not prepare students for the workforce as originally intended.

Eminent people have warned us:

1. From: **Assumptions underlying Australian Education by R. Freeman Butts, Professor of Education, Teachers College, Columbia University, U.S.A (Australian Council for Educational Research: 1955)**

"The chances for new ideas, different backgrounds and widening experiences are limited in a system that breeds its own teachers in its own schools and then gives them professional training in its own teachers' colleges."

"I found relatively little concern among teachers or inspectors to re-examine fundamentally their practices or assumptions. I did not find a widespread eagerness to think hard and long about the theory of education."

2. **The Bulletin** (15 May, 1976):
Australia's Educational Scandal: We're turning out millions of dunces.

3. **Spinoza's Law:** If facts conflict with a theory, either the theory must be changed or the facts.

4. **Carl Rogers:** "If we did away with the expert, the certified professor, the certified professional and the licensed psychologist, we might open our profession to a breeze of fresh air, to a surge of creativity such it has not known for years.

THE LAST STRAW

23.05.2016

- Both the Gonsky leaflet and the issue of a new grammar manual have prompted me to request an early appointment with Minister PICCOLI
- Primary teachers are not confident teaching the 3Rs because they were never taught the direct, professional way during the 16 years they went to school.

  However, they can now become specialists themselves by using my **Back to Basics** resources. Preparing lessons will become an obsolete activity.
- I am determined to make a difference well before my expiry date!
- The enclosures have already been sent to the Prime Minister

IGNORED!

Aart Bark
25 Reedy Road
Cattai. 2756
0428396120

see letter to P&C Federation.

LIBERAL

MALCOLM TURNBULL
PRIME MINISTER OF AUSTRALIA

008-1189929-10-0015863

Mr A Bark
25 Reedy Road
CATTAI NSW 2756

↓ **INSTEAD**

Dear Mr Bark

I know this has been a long campaign. So I will be brief.

Federal elections are always close. You live in one of 14 seats where just a few hundred votes could change the result of this election.

A vote for Labor, independents or the Greens is a roll of the dice, one that could well result in another minority Labor Government in a hung and chaotic Parliament.

Bill Shorten as Prime Minister in a hung parliament would have Greens and independents dictating policy to him day by day.

But with your support, we will deliver the economic security that enables Australians to fulfil their aspirations as individuals, as families, as seniors and as communities.

Get the next three years right, and we will all be able to look forward with confidence and optimism to an Australia where the very best is yet to come.

I am asking you to make a clear choice - to back a strong and stable Coalition majority that can press ahead with our economic plan.

Let's see things through – for that I need you to vote for your local Liberal, Louise Markus.

Yours sincerely

Malcolm Turnbull
Prime Minister

Parliament House, Canberra ACT 2600

P & C Federation
Locked Bag 40
Granville, 2142

Born 20.12.1928

A. Bark
25 Reedy Road
Cattai, 2756
0428396120

August 2016

Re: Opposition targets shocking rural literacy.
e-Bulletin, 2.2.2011

Traditionally, the Opposition always has the answers.
Unfortunately, Piccoli-now Education Minister-is obviously not shocked enough himself by these dismal findings because he has ignored both the Highlights of the Bark Report and the complete Back to Basics collection!
The Paradox: being in power has turned him powerless because he is now part of the Global Monetary Circus!
Since Parents have the numbers, it's time to exert their real power because compulsory Education has become Commercial Indoctrination!
My Tutorial can improve Literacy- and Numeracy standards in less than 1 year at no cost, whereas Gonski Funding will only benefit Commercial Enterprise.
It's the Federation's task to launch me before it's too late! I am the only one left who can make a real difference.

Regards,

A. Bark

a grandparent & a citizen

John Dixon,
General Secretary,
NSW Teachers Federation,
23-33 Mary Street,
Surry Hills 2010

Making the decisions for the → NSW Teachers Federation,
via telephone call receptionist!

A.Bark
25 Reedy Road
Cattai 2756
NSW
0428396120

Dear John,

instead of Gonski!

Re: **Free Literacy and Numeracy Resources**
(to help make a difference)

North-American Indians knew how to cure scurvy. It took the British Admiralty 200 years to supply Captain Cook with citrus. Thousands of sailors died in the meantime.

Metaphorically speaking, that is exactly what's happening in our schools as far as the teaching of Maths and English is concerned because, with the ideas of Taxonomy fanatics and a Pontius Pilate-type Department of Education, Commercial Enterprise is in charge. The compulsory students have become the victims of tyranny!

With the emphasis on understanding, topics are repeated in books that keep increasing in size; from about 200 pages to 600 or 700! Questions have to be answered in a prescribed, authoritarian way that is far too complex for most students, hence the learning difficulties.

Efficiency and mental arithmetic only yield half marks **despite** the following statement: **"The Board of Studies recognises that the aims and objectives of the syllabus may be achieved in a variety of ways and by the application of many different techniques. Success in the achievement of these aims and objectives is the concern of the Board which does not, however, either stipulate or evaluate specific teaching methods."**

My Multi-Level Text Book & Dictionary is a unique invention but was condemned by the Hierarchy!!

Basic mathematical skills can be learnt by doing the traditional topics. Adding a few others to sell new books is sabotage. By using exact subjects like Maths & Spelling to teach the principles of Professional Memory Training, performance will undoubtedly improve even as by-products as it were.

Memorising must be given back its importance. The capacity to be good at it is already diminishing.(National Geographic)

English is learnt by copying well-written- and well-spoken examples so that the use of good grammar is **automatically** taken care of.

Answering questions and doing trivial pursuit exercises only activate a limited playground vernacular.

The enclosed booklet consists of pages taken from the Bark Report. They clearly show the Educational Holocaust created by experts who lost the plot.

My Back to Basics Collection on only one USB will never be equalled.

Parents and their children have the right to benefit from its existence. Since schooling is compulsory, the **condemnation** of obviously superior lesson material is therefore unacceptable!

The NSW Teachers Federation will be given permission to copy an unlimited number, provided it is capable of getting this beautiful work introduced.
Please refrain from getting it judged by a special committee. The reason should be quite clear: If Moses had been a committee, the Israelites would still be in Egypt!

For free tutorials, contact aart@designcopyprint.com.au

Copies of this letter and enclosures are also sent to ABC- and SBS channels.

Encl: 1. Learn your Times Tables in a week

2. New Millennium Maths

3. Blueprint

4. Highlights

5. USB

Aart Bark

Senator the Hon. Doug Cameron
Shadow Minister for Human Services

24 June 2016

Mr Art Bark
25 Reedy Rd
CATTAI NSW 2756

Dear Mr Bark,

$250,000

Thank you for taking the time to send Senator Cameron an interesting collection of educational resources.

The resources that you have shared will be brought to Senator Cameron's attention. I'm still waiting!

Yours faithfully,

a victim of the
Global Indoctrination

Rebecca Hinder
On behalf of
Senator the Hon. Doug Cameron
Shadow Minister for Human Services

5 Raymond Rd Springwood NSW | PO Box 322 Springwood NSW 2777 | senator.cameron@aph.gov.au
Electorate: 02 4751 4288 | *Canberra:* 02 6277 3367

Kate Ellis Shadow Minister for Education
PO Box 6022
House of Representatives
Parliament House
Canberra ACT 2600

Aart Bark
25 Reedy Road
Cattai, 2756, NSW

20 September 2015

Dear Minister,

RE: Teaching Times Tables in Two hours

In 2003, I produced the enclosed DVD in Cattai Public Primary School (NSW).
A spokesperson of the Department informed the Headmistress that she should refrain from encouraging unauthorised material! This unexpected warning didn't really surprise me because my revolutionary Maths dictionaries had been rejected years earlier.
The now refined method of teaching Times Tables consists of first memorising 11 special groups.
The uniquely creative way of teaching answers is ideal for young students. Too much emphasis on understanding is fraught with problems because, up to the age of ten, a child's brain is only a quarter of an adult one!
(Uma história da Linguagem; edições texta grafia.)

Like Numeracy, Maths and Spelling should be taught as routine procedures by using the principles of Professional Memory Training because it has already been noted that-due to modern technology- memorising has almost become a lost skill.
By eliminating their arbitrary practical importance, students will undoubtedly do better.
With Maths, it means abandoning the classical approach including the unprofessional so-called necessary working. The average mark of topic tests (45%), not the manipulated H.S.C. ones, shows clearly how inefficient it is.
Teaching linguistic spelling strategies should instantly replace the chore of copying a list of words four times a week with the test on Friday to see how many wrong rather than how many are right!
To break through the conventional bureaucratic barriers, it needs the approval, support and vision of an enthusiastic Minister.
Please visit www.easymathsandenglish.com
www.bark3rs.com

Regards,

IGNORED!

Encl: 1.Numbers in a Nutshell
2. The New Times Tables
3. Maths USB

Channel 9
24 Artarmon Road
Willoughby, NSW, 2068

June 2015

Aart Bark
25 Reedy Road
Cattai, NSW, 2756

Ignoring new discoveries

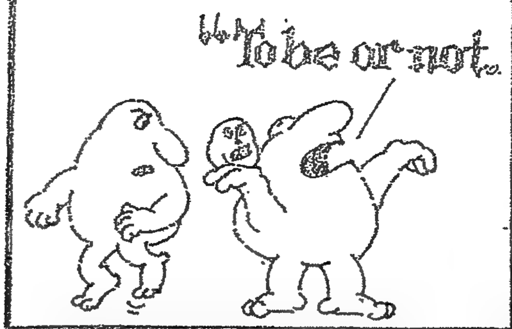
- In 2003, I produced "Numbers in a Nutshell" in Cattai Public School. The enclosed video shows clearly that Numeracy can and therefore should be taught as a new intelligent routine because of sensational discoveries and professional memory training techniques.
  The present method based on understanding fails because, up to the age of 10, a child's brain is only a quarter of an adult one!(Uma Historia Da Linguagem)
- The day after the production, the headmistress –now a lawyer- was told by a spokesman for the Department that she should refrain from advertising unauthorised material.
- On my new DVD, please find a short tutorial demonstrating clearly that it is possible to teach times tables in 2 hours. Four local Private Schools ignored my request to produce this new phenomenon.
- In order to give parents and their children the opportunity to become aware of new knowledge so blatantly ignored or even blocked by the static, authoritarian, omnipotent teaching hierarchy, a demonstration on your channel with 10-20 invited children from years 3-6 would undoubtedly be well received.
  I hope to hear from you

Regards

IGNORED!

REWARDS

- Stickers
- Stamps
- Early marks
- Merit Awards
- House points
- Star of the week
- Night off
- Written comments
- Posters
- Computer



Personal Development in Primary

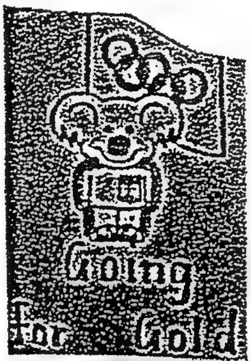
- Complete/mark all work
- Red/blue pen only
- Rule all lines (red)
- Pencil only for drawings
- NO crossing out: use brackets
- Rule columns

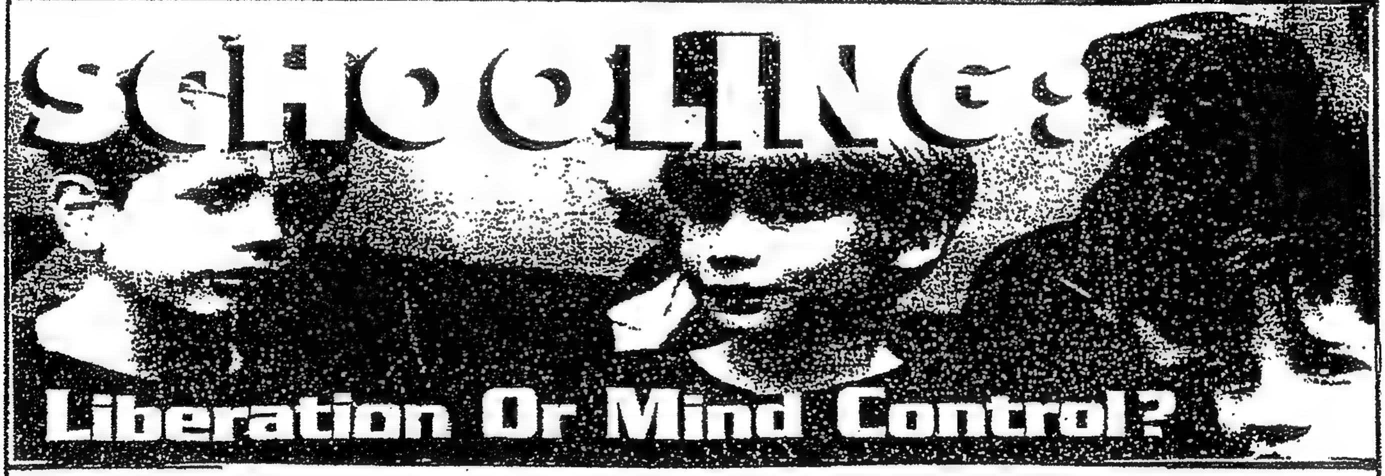
BOOK RULES

Class... PEC

Class Teachers Award

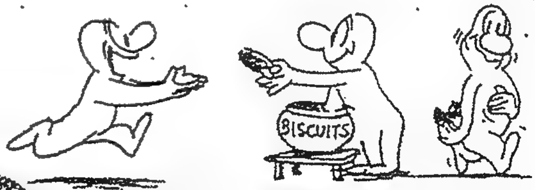
Have fun!


Going for Gold

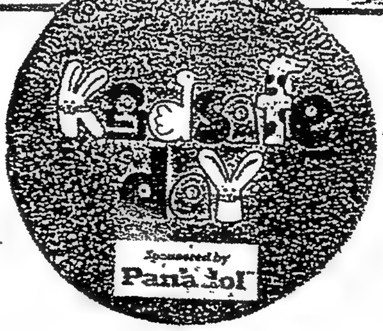

SCHOOLING:
Liberation Or Mind Control?

CLASS MERIT CERTIFICATE

maths teacher award



ART AWARD


Kidsafe day
Sponsored by
Panadol

Head Teacher Award

The Manufacture of Needs

By KIRKPATRICK SALE January-February 1996 • NEW DAWN

EVER-PRESENT GENIE

Television, the most important medium of this **manipulation,** is also very **seductively selling a way of life** that declares from a whisper to a shout that consumption is good, fulfilling, fun, moral, empowering, all the certainties that are so elusive in the rest of life. It is the medium that almost perfectly expresses the **high-tech society: simplistic** and **forceful,** capable of **no complexity of thought** whatever, designed for limited and graphic impacts (best if short and violent, like football and commercials), and sending pulses continually at that psychological nexus that Freud, doctor for the consumer society, called the "pleasure principle", where desires, always created, are always insatiable.

Within less than a generation vast populations across the globe have thus been brought into the range of the **industrial monoculture,** including such formerly resistant empires as those of Russia and China, and anthropologists believe that by the twenty-first century there will not be a single culture anywhere that will have escaped its impact.

If, as the economists say, people need to consume so that our high-tech societies can produce to their capacity, how do we get them to keep on buying and using and throwing away?

EDUCATION

Integrity is antithetical to the spirit of our age. The overarching philosophy of life that guides our culture revolves around a materialistic, consumer mentality. The craving need of the moment supersedes consideration of values that have eternal significance. (Maxwell)

JUDAS

Still as of old Men by themselves are priced. For thirty pieces Judas sold himself, not Christ.

(Cholmondelay)

HISTORY REPEATS ITSELF

In a disintegrating society, it is the negative forces that show the most intense dynamism. Roman culture was choked by its material advantages. As life became mechanically disciplined, it became spiritually incoherent.

Men cannot be trusted with easy alternatives. At the moment they fancy that they are at last living like gods, they often cease even to be able to live like men .

BREAD AND CIRCUSES

In the circus there arose a different kind of spectacle. Here criminals were punished; here military captives were made to fight with each other until one or both were killed; here other prisoners were thrown to the wild beasts, to be torn apart and devoured alive. Punishment was originally a public spectacle, presumably to serve as a warning for the spectator: now it served another purpose - it provided outright pleasure. Rome under the Antonines may have harboured a million people. At least one-third and possibly one-half of the population of the city, according to Carcopino, lived on public charity.

By 354 A.D., there were 175 days of games out of some 200 public holidays. **(Mumford)**

Endangered Minds

“Provocative,
scholarly,
and timely.
Society may
actually be
changing our
children’s
brains for
the worse.”

●

Louise Bates Ames,
Gesell Institute of
Human Development

WHY CHILDREN DON'T THINK AND WHAT WE CAN DO ABOUT IT

JANE M. HEALY, PH.D.

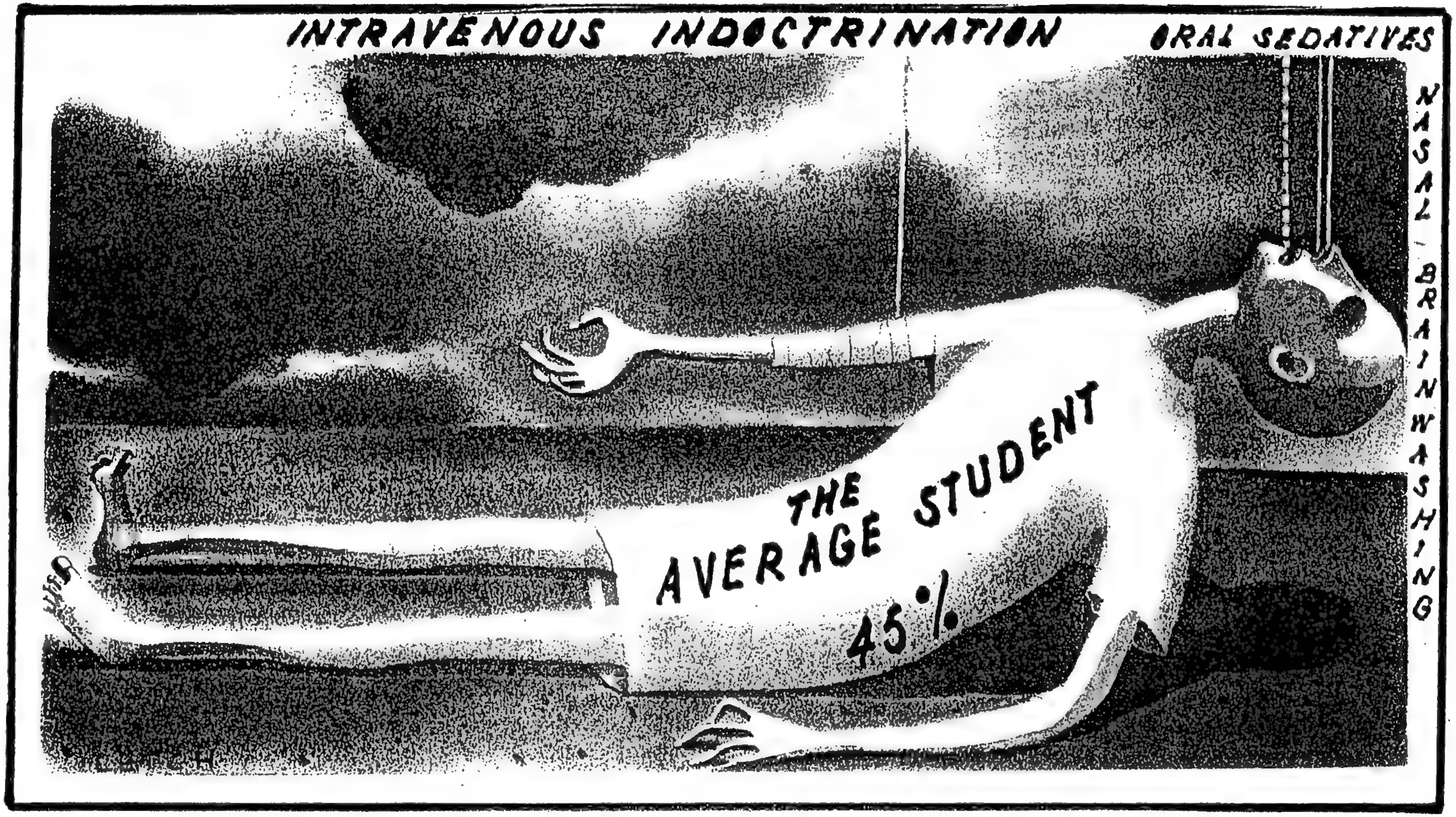
NEIL POSTMAN

AMUSING OURSELVES TO DEATH

‘A scintillating analysis of television’s effect on culture’ New Society

methuen

R. I. P.


INTRAVENOUS INDOCTRINATION
ORAL SEDATIVES
NASAL-BRAINWASHING
THE AVERAGE STUDENT
45%

SCHOOLS IN TURMOIL

MATHS INFORMATION

Requirements

Students will be required to have the following items to each lesson.

*A blue or black pen
*A red pen
*An eraser
*Maths textbook
*A ruler
*A lead pencil
*A Scientific ~~calculator~~
*Maths workbook

Geometrical equipment will also be needed for selected topics
- a compass
- a protractor
- set squares

'Assertive Discipline'

Book Rules

THE RESULT OF INCOMPETENCE

*Workbooks must be covered.
*Use a blue or black pen for writing.
*Use a red pen for margins, underlining and marking.
*Lead pencil should be used for diagrams, graphs, etc.
*A ruler should be used for straight lines.
*All worksheets are to be pasted in the work section.
*Tests are to be signed by a parent and pasted in the back of the workbook.
*Mini-reports will be sent home pasted in the workbook each term. These are to be signed by a parent.

Homework

*Students should expect about 15 minutes homework every weeknight and sometimes on weekends. If all set work is completed, students should do at least 10 minutes revision instead.
*If homework cannot be completed for a good reason, a note written by a parent should be returned the next day.
*Work missed due to absences is to be caught up as soon as possible.

To Parents

Please read the above information carefully. I hope it will help you to understand what is expected of your child in Maths this year. Please don't hesitate to contact me throughout the year if you have any questions or problems.

Thankyou

Parent/ssignature..
Any comments?

NO, SIR, WE'RE DUMBFOUNDED!

Stupidity No. 9: Teachers are so full of pushing their "high esteem" subject that they don't even take notice of what most people say: "I was never good at Maths." Strangely enough, people never admit they can't read; it actually emphasises the fact that Maths is taught so badly that is quite natural not to be good at it.

Oh no, not maths!

Maths phobia is one of the most career-damaging fears which beset working women going into the next decade.

STANDARD KNOWLEDGE

$$\frac{3}{4} \overset{\times 25}{\underset{\times 25}{=}} \frac{75}{100} = 75\% \quad \text{Also} \quad \frac{3}{4} = \frac{3}{\cancel{4}_1} \times \frac{\cancel{100}^{25}}{1}\% = 75\%$$

THIS IS WHY!

Example 10.7

Express the following fractions as percentages:

(a) $\frac{3}{20}$ (b) $\frac{11}{300}$

(c) $\frac{5}{7}$ (d) $\frac{7}{12}$

CRAP!

Solution

(a) $\frac{3}{20} = \frac{3}{{}_1\cancel{20}} \times \frac{\cancel{100}^5}{1}\%$ multiplying by $\frac{100}{1}$

$= \frac{15}{1}\%$ cancelling by 20

$= 15\%$ MENTALLY!

$\frac{5}{7} = \frac{5}{7} \times \frac{100}{1}\%$

$= \frac{500}{7}\%$

$= 71\frac{3}{7}\%$

5 ÷ .07!

(b) $\frac{11}{300} = \frac{11}{{}_3\cancel{300}} \times \frac{\cancel{100}^1}{1}\%$ multiplying by $\frac{100}{1}$

$= \frac{11}{3}\%$ cancelling by 100

$= 3\frac{2}{3}\%$ expressing the answe as a mixed number.

(d) $\frac{7}{12} = \frac{7}{{}_3\cancel{12}} \times \frac{\cancel{100}^{25}}{1}\%$

$= \frac{175}{3}\%$

$= 58\frac{1}{3}\%$

7 ÷ .12

SPOON-FEEDING. NO LEARNING

As I said before, the teaching of decimals and percentages is a matter of subconscious sabotage. The committee that introduced it consisted of stale headmasters and mistresses (not their) brought up on fractions and "pay-backs".

The result: Storm in a glass of water. This "weird" system had to be explained to the poor kids. Explaining means digging deep, so deep that the planted seed has no chance to come up. If you stopped a teacher from explaining, you would deprive him of his status. Maths teachers belong to a secret society that has set itself up as a sole agency. You can only become a shareholder if you adhere to the contrived, bullshit jargon which is more difficult than the actual Maths itself.

The society doesn't want too many members; only the ones of the same ilk.
If everyone spoke Maths the way they speak their native language, Maths wouldn't be a high esteem subject any longer.

The famous dozen and their relatives - ½, $^1/_3$ ¼, ¾, $^1/_5$ $^2/_5$,…. are used when it is convenient to do mental arithmetic. Apart from that, it is extremely futile to convert percentages, fractions and decimals, because they obviously must have the same value. 25% OF 16: THINK ¼ OF 16

Read the following crap; no wonder frustrated kids set fire to schools.

To change a fraction to a percentage, multiply by 100/1 and include the % sign.

Only idiots would write it; those that implement it should be charged with mental abuse.

Do you write or say $^3/_1$ x 2 apples? Of course not. So why should you write or say $^3/_1$ x 2 sevenths? 3 x 2 sevenths = 6 sevenths. Written as $^6/_7$. That's practical.

Spoonfeeding: The operation is translated into English as well so that the student does not have to think; that's precisely why he never learns: teachers deny him the opportunity.

Changes obscured by jargon

SIGN OF INCOMPETENCE:

MATHEMATICS PROPAGANDA

COURSE CODE	MA202 (General)
COURSE NAME	DO YOU MEASURE UP? NO!
KEY LEARNING AREA	MATHEMATICS
FACULTY	MATHEMATICS
PREREQUISITES	TEACHER RECOMMENDATION

ARBITRARY BY DEFINITION:
IF HE CAN'T TEACH, THE STUDENT DOESN'T PERFORM TO HIS CAPACITY!

COURSE OUTLINE

Students will use units of measurement to recognise and investigate plane and solid figures. They will calculate area and perimeter and recognise, draw and measure angles and triangles. Students must bring a calculator to all lessons. Geometric instruments will be essential.

SOCCER POOL: GUESSING THE SCORE BEFORE THE GAME!

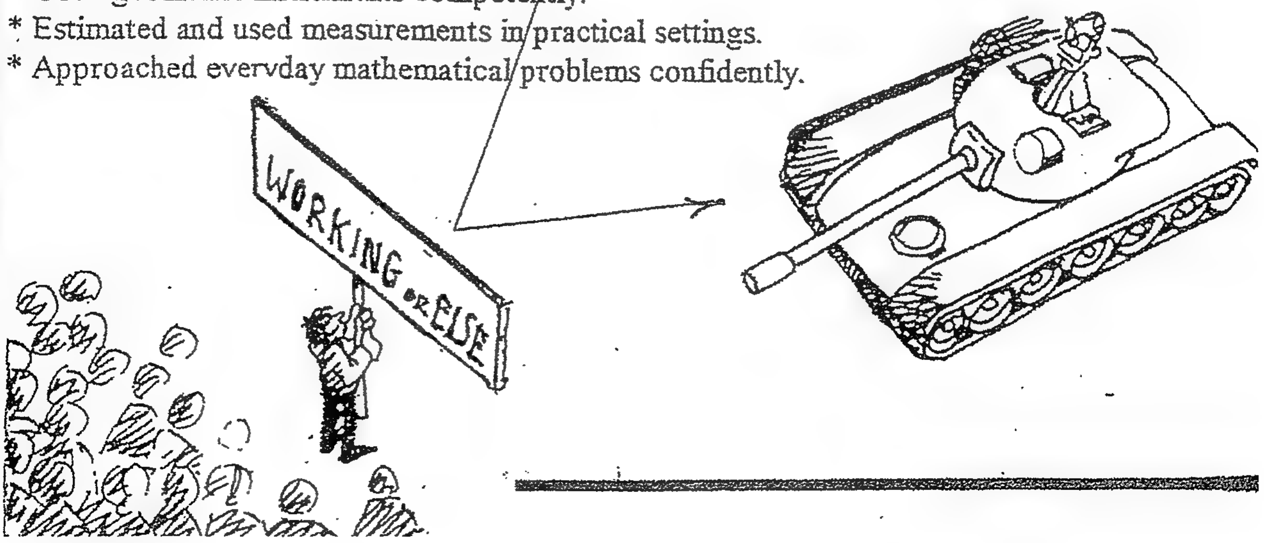
OUTCOMES

NOT ALLOWED!

WISHFUL THINKING OR FALSE ADVERTISING?

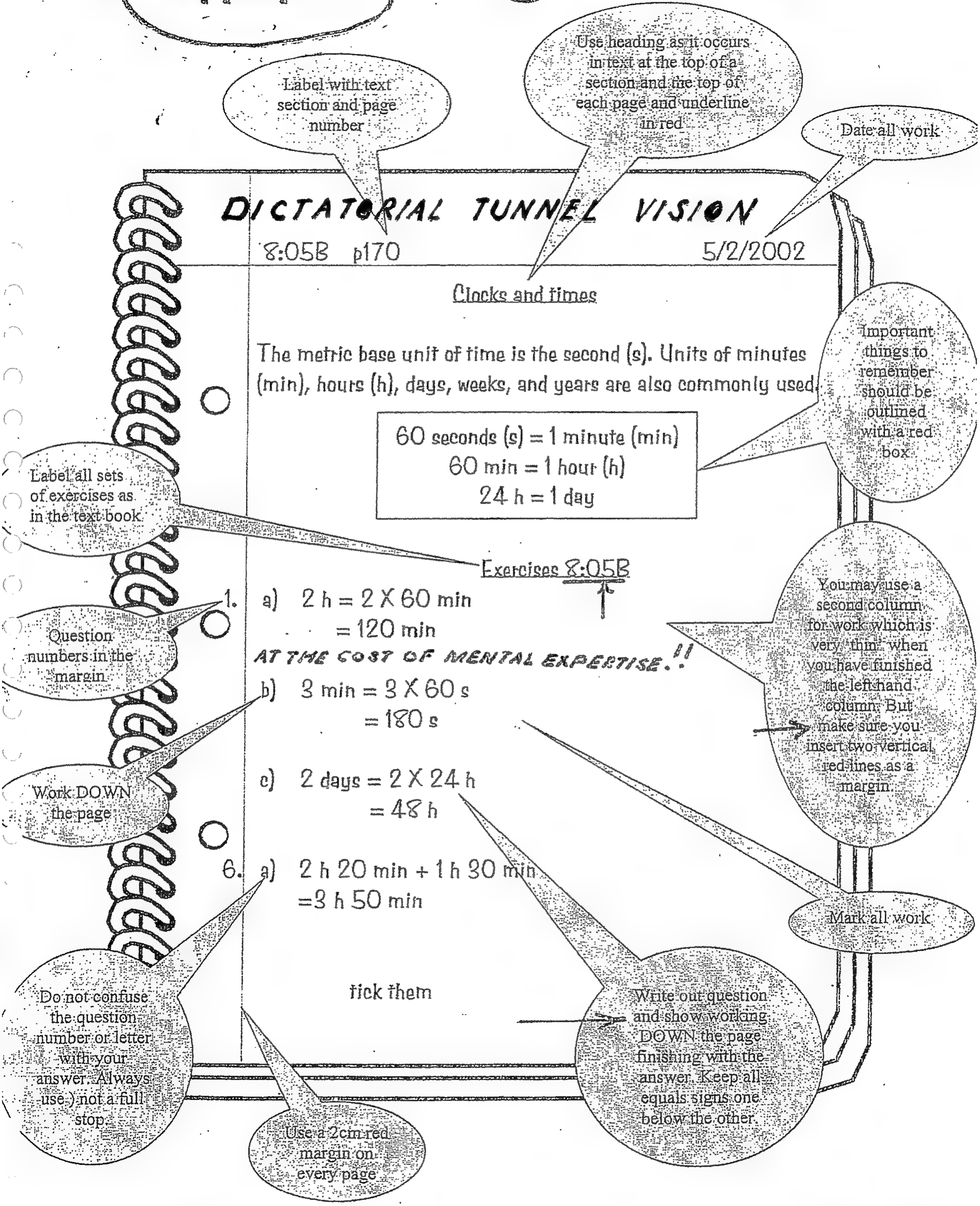
At the completion of this course, students will have:

* Performed routine calculations with whole numbers using an appropriate choice of estimation and mental, written and calculator methods.
* Used basic units for measures of time, money, temperature and space.
* Recognised the arbitrary nature of measurement units and scales.
* Described the basic properties and relationships between two and three dimensional shapes.
* Deduced simple numerical facts about common geometric figures.
* Calculated perimeters, areas and surface areas of basic shapes.
* Used geometric instruments competently.
* Estimated and used measurements in practical settings.
* Approached evervday mathematical problems confidently.



Coverdale Christian School Mathematics Department

Appropriate Setting Out for Maths



Label with text section and page number

Use heading as it occurs in text at the top of a section and the top of each page and underline in red

Date all work

DICTATORIAL TUNNEL VISION

8:05B p170 5/2/2002

Clocks and times

The metric base unit of time is the second (s). Units of minutes (min), hours (h), days, weeks, and years are also commonly used.

60 seconds (s) = 1 minute (min)
60 min = 1 hour (h)
24 h = 1 day

Important things to remember should be outlined with a red box

Label all sets of exercises as in the text book

Exercises 8:05B

1. a) 2 h = 2 X 60 min
= 120 min

AT THE COST OF MENTAL EXPERTISE.!!

b) 3 min = 3 X 60 s
= 180 s

c) 2 days = 2 X 24 h
= 48 h

6. a) 2 h 20 min + 1 h 30 min
=3 h 50 min

tick them

Question numbers in the margin

Work DOWN the page

You may use a second column for work which is very 'thin' when you have finished the left hand column. But make sure you insert two vertical red lines as a margin.

Mark all work

Do not confuse the question number or letter with your answer. Always use) not a full stop.

Use a 2cm red margin on every page

Write out question and show working DOWN the page finishing with the answer. Keep all equals signs one below the other.

ADMINISTRATION MORE Appendix 11 IMPORTANT THAN EXPERTISE

Bullying and Blackmail

Unfortunately, it only becomes apparent to someone who has abolished the existing authoritarian way Maths has traditionally been taught because it has stunted the performance of many students; protocol is obviously more important than education. For thirty years my private students asked me why their teachers didn't do it the direct, professional way. I would then answer that the classical way turned Maths into a high-esteem subject and that it had to do with ego-uppance. Teachers can only deliver what they have been taught themselves and that they were not intelligent or practical enough to allow for individual expertise. Neither lawyers nor politicians want to tackle the issue because the abuse is not physical but merely the result of being indoctrinated-without questioning-by the request that Maths questions must be answered in a standard and purely academic way. A quick look at the disastrous test results in this report shows clearly that this indirect approach is neither practical nor educational. The real reason for this unethical request to show the so-called necessary working (necessary to whom?) is that its very complexity is supposed to stop students from copying and, traditionally, to show where students went wrong! However, the responsibility to prevent copying lies with the teacher, not with the students; they are only guilty until caught in the act.

To discourage any mental expertise, right answer without working only yield half marks! It completely undermines the challenge Wyndham is talking about and turns the following statement issued by the Board of Studies into nothing but an blatant lie!

YOU'D THINK YOU WERE IN A CONCENTRATION CAMP!

School of Computing,
Engineering and Mathematics

WESTERN SYDNEY
UNIVERSITY

Summer Session 2015/2016

Assignment 1

Assignment 1 — Instructions

Weighting: 25%

Total marks: 40

Due date: Week 4, 4pm, Wednesday, January 6, 2016.

Submission Details: To be submitted electronically via vUWS.

This is an individual assignment, which means that the solutions you hand in MUST be your own work.

The solutions may be hand-written or word-processed using the equation editor in WORD, for example. You MUST submit your assignment (that is the completed cover sheet and your solutions) in either WORD 2010 or PDF format, using the Assignment tab in vUWS. No other format will be accepted. Please make sure you complete the cover sheet and submit it with your solutions. A copy of the Cover Sheet can be found on page 2 of this document. Your assignment will NOT be marked if there is no cover sheet attached to your solutions.

Please note the following when submitting your solutions to these questions:

AGAIN THIS NON-DESCRIPT WORD

1. To gain full marks you must write a 'sentence' to answer the question where appropriate.
2. Correct spelling and grammar MUST be used where appropriate. ISN'T THAT ALL THE TIME?
3. Correct mathematical notation and standard setting out MUST be used.
4. Where content, such as quotes or images, is used that is *not* included in the course materials or text book, it must be appropriately referenced at the end of the assignment.

Late assignments will attract a 10% penalty per day (including Saturday and Sunday and any public holidays), beginning Thursday, January 7. Once the assignments have been returned, no further assignments will be accepted to be marked. Assignments will normally be returned within one week.

→ All working MUST be shown to obtain full marks for a question.

→ No working = NO marks!

BEFEHL IST BEFEHL

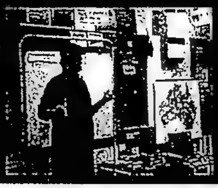
Answers only (even the correct ones!) will also attract ZERO marks.

Marks will be deducted for poor and/or incorrect setting out.

BULLYING IS AN OFFENCE!

- DEMANDING UNNESSARY WORKING IS BULLYING!
  There exists no definitions.
  Necessary to whom? Hopefully not to the teacher
  → It prohibits efficient mental arithmetic and causes 80 % of students to croak in the process

Numbers In A Nutshell
With
Aart Bark



Author's Background
Born 20.12.1928

1. **H.S.C. (HOLLAND)** 1947
    - 4 Unit Maths, Mechanics, Technical Drawing
    - Physics, Chemistry, Biology, Political Economy
    - History, Geography, Dutch, English, French
    - German, Art, P.E.
2. Certificate of Ability, Nautical College Holland, 1949
3. Diploma 3rd. Mate, Sea Going Trade Holland 1951
4. Diploma 2nd. Mate, Sea Going Trade Holland 1954
5. Spanish Commercial Correspondence Holland 1954
6. French Commercial Correspondence Holland 1958
7. English Commercial Correspondence Holland 1961
8. Language Studies: Friesian, Italian, B.A. French
9. High School Teacher: English & French Holland 2 yrs
10. High School Teacher Australia 14 yrs
    - **De La Salle, Ashfield**
        - Latin, French & English.
    - **St. Dominic's, Kingswood**
        - Creative Writing, English, Subject Master Technical Drawing
    - **Patrician Brothers, Granville**
        - Creative Writing, Mathematics, Subject Master Music
    - **Oakhill College, Castle Hill**
        - Creative Writing, Mathematics, Subject Master Technical Drawing, French & Art
11. Insurance & Real Estate Agent (Finance)
12. Owner Builder (Rammed Earth)
13. Hawkesbury Adult Education Creative Writing, Spanish.
14. Professional Musician Accordion, Flamenco Guitar.
15. Author of Textbooks English & Mathematics
16. Private Tutor since 1976: K-12
17. Soccer Coach

THE 3RS
THE PROFESSIONAL WAY
A. BARK, CATTAI. N.S.W. 2756

Blaycam Video Productions Ph 45 776557

New Millennium Maths

NEW MILLENNIUM MATHS

Numbers In A Nutshell

Cattai
Public
School
2003

© 2003, A. BARK

NATIONAL LIBRARY OF AUSTRALIA
ISBN 0 949384 77 1

Running Time Approximately 55 minutes

IGNORANCE IS NOT BLISS

eachers don't know what they don't know. They obviously find it easier to indulge in their ignorant edness. It's easier than thinking and questioning.

n you're in a rut, at least you know where you are.

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Heaps of nothing is still nothing.

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1 x ① = 0
1 x 1 = 1
1 x 2 = 2
1 x 3 = 3
1 x 4 = 4
1 x 5 = 5
1x 6 = 6
7 = 7
x 6 = 8
x 9 = 9
x 10 = 10
x 11 = 11
x 12 = 12
1 x 13 = 13
x 14 = 14
1x 15 = 15

2 x 0 = 0
2x 1 = 2
2x 2 = 4
2x 3 = 6
2x 4 = 8
2x 5 = 10
2x 6 = 12
2x 7 = 14
2x6 = 16
2x9 = 18
2x10 = 20
2x11 = 22
2x12 = 24
2x13 = 26
2x14 = 28
2x 15 = 30

3x 0 = 0
3x 1 = 3
3x 2 = 6
3x 3 = 9
3x 4 = 12
3x 5 = 15
3x 6 = 18
3x 7 = 21
3x 8 = 24
3x 9 = 27
3x 10 = 30
3x 11 = 33
3x 12 = 36
3x 13 = 39
3x 14 = 42
3x 15 = 45

4x 0 =
4x 1 =
4x 2 =
4x 3 =
4x 4 =
4x 5 =
4x 6 =
4x 7 =
4x 8 =
4x 9 =
4x 10
4x 11 =
4x 12 =
4x 13
4x 14 =
4x 15 =

5x 0 = 0
5x 1 = 5
5x 2 = 10
5x 3 = 15
5x 4 = 20
5x 5 = 25
5x 6 = 30
5x 7 = 35
5x 8 = 40
5x 9 = 45
5x 10 = 50
5x 11 = 55
5x 12 = 60
5x 13 = 65
5x 14 = 70
5x 15 = 75

LOOK AT THIS CRAP!

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1 x 13 = 13
x 14 = 14
1 x 15 = 15

2 x 0 = 0
2 x 1 = 2
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2 x 9 = 18
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2 x 11 = 22
2 x 12 = 24
2 x 13 = 26
2 x 14 = 28
2 x 15 = 30

3 x 0 = 0
3 x 1 = 3
3 x 2 = 6
3 x 3 = 9
3 x 4 = 12
3 x 5 = 15
3 x 6 = 18
3 x 7 = 21
3 x 8 = 24
3 x 9 = 27
3 x 10 = 30
3 x 11 = 33
3 x 12 = 36
3 x 13 = 39
3 x 14 = 42
3 x 15 = 45

4 x 0 =
4 x 1 =
4 x 2 =
4 x 3 =
4 x 4 =
4 x 5 =
4 x 6 =
4 x 7 =
4 x 8 =
4 x 9 =
4 x 10
4 x 11 =
4 x 12 =
4 x 13
4 x 14 =
4 x 15 =

5 x 0 = 0
5 x 1 = 5
5 x 2 = 10
5 x 3 = 15
5 x 4 = 20
5 x 5 = 25
5 x 6 = 30
5 x 7 = 35
5 x 8 = 40
5 x 9 = 45
5 x 10 = 50
5 x 11 = 55
5 x 12 = 60
5 x 13 = 65
5 x 14 = 70
5 x 15 = 75

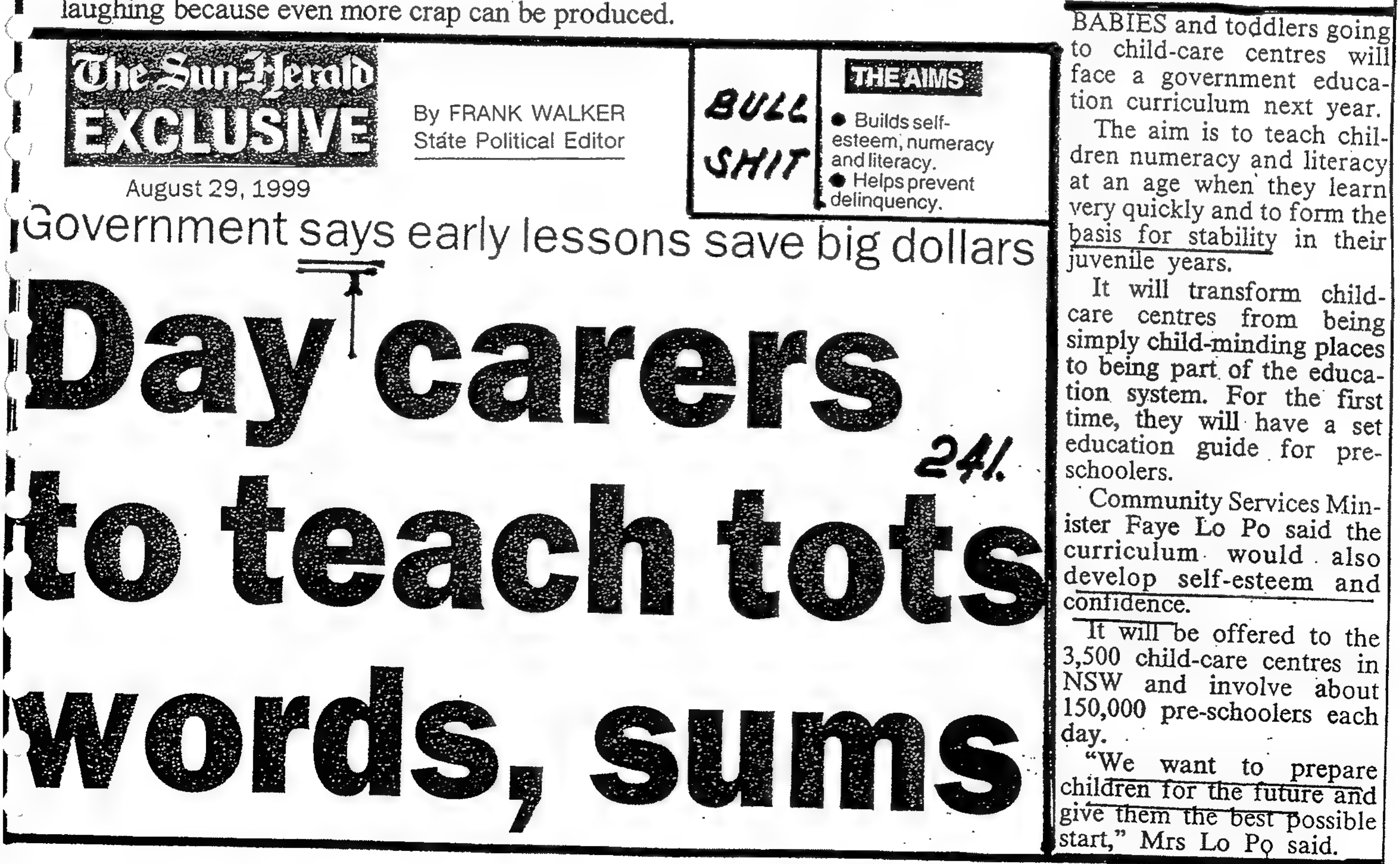
LOOK AT THIS CRAP!

14
x6

The student MUST SAY "6 TIMES 4 EQUALS 24," NOT 6 FOURS, 24. He has to put down the 4, and (instead of carry), WRITE DOWN THE 2; do you know why?
Because he has to say that 6 TIMES 1 EQUALS... UM ...
(it's of course a waste of time doing algorisms if you don't readily know the basic facts.)
BY THE TIME HE COMES UP WITH THE ANSWER, HE WOULD HAVE FORGOTTEN WHAT HE HAD TO CARRY.

If you were to throw the relay baton on the ground instead of giving it to the next runner, the team would never win a race.
If schools were to run a business, they would be bankrupt within a week.
People should do algorisms with eyes and brain only because they operate with the speed of light. A calculator functions silently without crutchfigures; why shouldn't people?

Schools are in the process of turning children into gullible and non-thinking consumers under your very noses: WINNERS MAKE IT HAPPEN: LOSERS LET IT HAPPEN. AND IT WILL GET WORSE. At the moment, the drive is to keep students in school till age 18. Since keeping them in till age twenty would obviously be ridiculous, the government has invented a new trick. Although there is plenty of evidence to show that neither policies nor methods work, they are going to introduce an extra two years of teaching the same crap.
To put the fate of year 12 students in the hands of pre-school teachers who have already done so much damage is ludicrous because these people have neither foresight nor hindsight. The business world is laughing because even more crap can be produced.



The Sun-Herald EXCLUSIVE

August 29, 1999

By FRANK WALKER
State Political Editor

THE AIMS
- ● Builds self-esteem, numeracy and literacy.
- ● Helps prevent delinquency.

BULL SHIT

Government says early lessons save big dollars

Day carers to teach tots words, sums

241.

BABIES and toddlers going to child-care centres will face a government education curriculum next year.

The aim is to teach children numeracy and literacy at an age when they learn very quickly and to form the basis for stability in their juvenile years.

It will transform child-care centres from being simply child-minding places to being part of the education system. For the first time, they will have a set education guide for pre-schoolers.

Community Services Minister Faye Lo Po said the curriculum would also develop self-esteem and confidence.

It will be offered to the 3,500 child-care centres in NSW and involve about 150,000 pre-schoolers each day.

"We want to prepare children for the future and give them the best possible start," Mrs Lo Po said.

WHAT HAPPENS WHEN THE BIGGEST SCHOOL BULLIES ARE THE TEACHERS?

Those who can, do
Those who can't, bully

BY TIM FIELD PHD, BSC (HONS)

Almost everybody has felt the destructive power of bullying at some time in their life, and whilst . any people associate the word 'bully' with e playground, bullying is not just childish haviour which people grow out of. .ere's much anecdotal evidence to suggest at the child who learns to bully at school and gets away with it – goes on to be a lly in the workplace. Sometimes, the 1ool bully decides to take up teaching.

Data from over 3000 cases from the UK itional Workplace Bullying Advice Line hich started operation in January 1996) ows that among the most common groups callers are nurses and healthcare iployees (around 12%), social workers)%). and voluntary/not-for-profit sector iployees (around 8%). However, the gest group by far, at around 20%, is .chers. These teachers, who work in both state and private sectors, are not being llied by pupils or parents. They're being llied by fellow teachers, heads of partment or, most commonly, by the ncipal.

How the bullies operate

Each case is the same: the bully, who is an unpopular person, selects one teacher who is good at their job and popular with the pupils and parents. The targeted teacher is then subjected to a barrage of daily criticism, nit-picking, fault-finding, increased workloads, and interference. Their reputation is undermined, they are marginalised, excluded from what is going on, and separated from colleagues. Information is withheld; impossible objectives are set and deadlines changed, often with little or no notice. Leave is denied and training refused.

Often, the targeted teacher is allocated the most difficult pupils, an impossible schedule, has their responsibility increased but their authority reduced or removed, and is humiliated and embarrassed in front of pupils by the bully's unwarranted and unnecessary intrusion into classes for trivial or specious reasons. Eventually disciplinary procedures are abused, with the imposition of verbal and written warnings for trivial reasons, which are often exaggerated or even fabricated. Sometimes unsubstantiated legations of 'complaints' by unidentified upils or parents are made.

Vhen teachers bully children

.nd that's just bullying by adults, against dults. Anecdotal evidence from over 600 .dvice Line cases suggests that the bullying eacher or principal also targets pupils and 1akes their lives hell as well. The tactics are auntingly familiar. Constant nit-picking riticism is an everyday occurrence, as are nfair markings, denial of opportunities, the nstillation of a belief of unworthiness, unfair se of penal sanctions, unpredictability, and ne threat of discipline or force or violence as in various forms of 'punishment'), often n fabricated charges. Alternatively, the child nay be ignored for weeks, even months, at a ime. Usually, the bullying teacher will focus n one child in particular and treat that child lifferently to all the other children. This is lways a big clue, although some aggressive adults will bully every child. Sometimes there are suspicions of other forms of abuse, especially with male bullies.

One of the nastiest tactics of bullies is to isolate their target and then encourage others to join in with the bullying. The target is portrayed as 'weak' and a 'threat' to the group, thus 'legitimising' the bullying behaviour. In reality, the bully is projecting his or her own weakness onto someone else in order to divert attention away from their own shortcomings.

Who are the victims?

It's often thought that people who are bullied must be 'weak' and 'inadequate'. In fact, it is often the bully who is weak and inadequate, for normal people don't need to bully. The bully will select their target according to certain predictable criteria. The targeted individual is invariably good at their job or is skilled, talented, artistic or creative.

Who are the bullies?

The bully, on the other hand, is usually insecure, inflexible, immature and often incompetent. They are also often prejudiced

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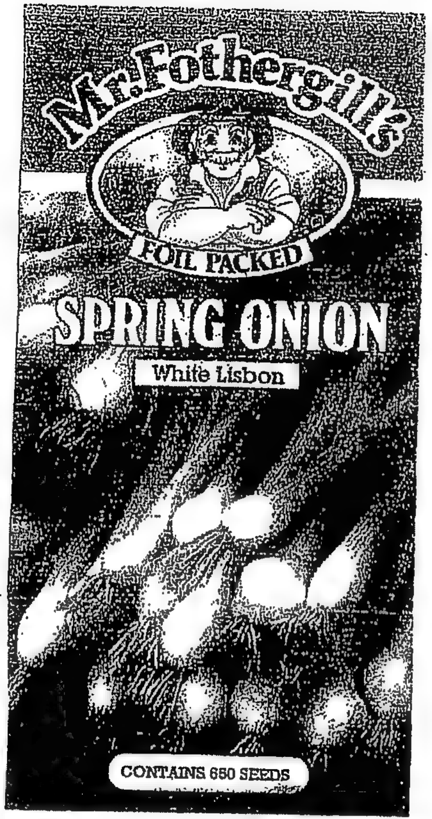
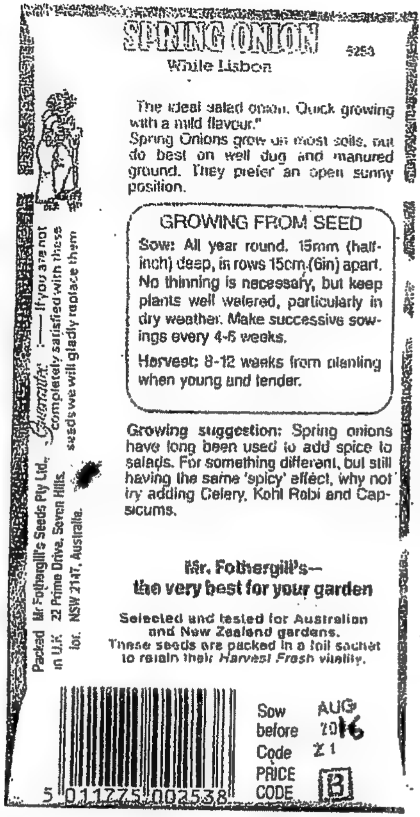
Tim Field PhD, BSc (Hons) is contactable through Success Unlimited, PO Box 67, Didcot, Oxfordshire OX11 9YS, UK.
Tel International +44 1235 817786.
Fax International +44 1235 811896
Email timfield@successunlimited.co.uk
Internet web site, Bully OnLine,
http://www.successunlimited.co.uk

Teachers, like Linus, are too concerned about losing their SECURITY BLANKET. Many become severely frustrated, hostile and authoritarian. (Sprinthall)
After 20 years, it dawned on me that my private students and I have been bullied as well; efficiency was always disallowed. An expensive private school invariably discouraged parents to seek the help of a tutor.

CONSUMER INDOCTRINATION!

What's in a Seed Packet?





SPRING ONION 5253

White Lisbon

The ideal salad onion. Quick growing with a mild flavour."
Spring Onions grow on most soils, but do best on well dug and manured ground. They prefer an open sunny position.

GROWING FROM SEED

Sow: All year round. 15mm (half-inch) deep, in rows 15cm (6in) apart. No thinning is necessary, but keep plants well watered, particularly in dry weather. Make successive sowings every 4-6 weeks.

Harvest: 8-12 weeks from planting when young and tender.

Growing suggestion: Spring onions have long been used to add spice to salads. For something different, but still having the same 'spicy' effect, why not try adding Celery, Kohl Rabi and Capsicums.

Mr. Fothergill's—
the very best for your garden

Selected and tested for Australian and New Zealand gardens.
These seeds are packed in a foil sachet to retain their *Harvest Fresh* vitality.

Packed Mr Fothergill's Seeds Pty Ltd., 22 Prime Drive, Seven Hills, NSW 2147, Australia.
in U.K.
for.

Guarantee :— If you are not completely satisfied with these seeds we will gladly replace them

Sow before AUG 2016
Code Z1
PRICE CODE B

1 What type of plant can be grown from these seeds?
Spring onion

2 How many seeds do you get out of the packet? 650

3 What is the name of the seed company who packaged these seeds? mr fothergills

4 These onions are "The ideal s salad o nions, Quick g rowing with a m ild f lavour".

5 Spring onions grow on m ost s oils, but do best on well d________ and m________ ground.

6 They prefer an o________ s________ position.

One should actually interpret this atrocious writing as a PROTEST in disguise!

WRITING!

Growing From Seed

1 When can you sow or plant these seeds? all year rann

2 How deep should you plant the seeds? Half inch

3 How far apart should the rows be? 16 Cm

4 The spring onions can be picked or harvested 8 - 12 weeks after they are planted.

5 These seeds are selected and tested for A ustralia and N ew Z ealand gardens. They are packed in f oil s achet to retain their freshness.

6 These seeds should be used before au 2016.

TRIVIAL PURSUIT

Unscramble these words from the front of the seed packet.

N N O O I
o n i o n

E H T W I
w h i t e

G P S R N I
S p r i ng

E E S S D
S e e d S

Unscramble these words from the back of the seed packet.

D L S A A
S a l a d

S S L I O
S o i L S

Y N S N U
S u n n y

A A P T R
a p a r t

E C I R P
p r i c e

E C D O
c o d e

Adding decimals

NO DOING puzzles

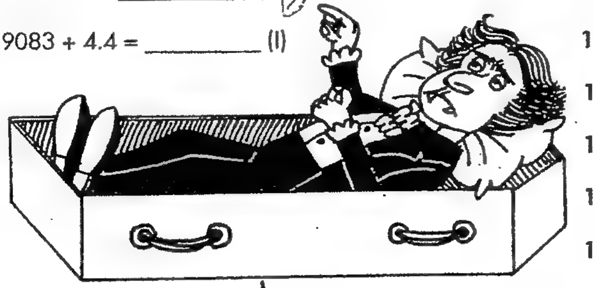
NAME YEAR 7

Why do people hate vampires?

Directions:
Solve each problem on another sheet of paper. Find your answer in the decoder, and each time your answer occurs, write the letter of the problem above it.

1. 756.9 + 0.79 = 757.69 (N)
2. 0.037 + 0.04 + 0.625 + 0.7 = 1.402 (P)
3. 29 + 486.89 + 298.50 = _________ (C)
4. 17.6 + 0.62 + 0.009 + 9.41 = _________ (S)
5. 3.854 + 14.15 + 8.9083 + 4.4 = _________ (I)
6. 2.34 + 0.765 + 3.877 = _________ (E)
7. 0.073 + 6.2 + 7.18 _________ (Y)
8. 19.41 + 7 = _________ (A)
9. 7.575 + 87 = _________ (U)
10. 0.1 + 0.8 + 7.8 = _________ (B)
11. 12.8 + 7.3 + 2 = _________ (T)
12. 0.4 + 13.9 + 4.03 = _________ (H)
13. 1.007 + 0.2 = _________ (R)
14. 13.5 + 9.8 = _________ (K)

✓ POTATO



8.7 6.982 814.39 26.41 94.575 27.639 6.982   22.1 18.33 6.982 13.453 1.207 6.982

26.41 1.402 26.41 31.3123 757.69 31.3123 757.69   22.1 18.33 6.982 757.69 6.982 814.39 23.3

NOTHING TO DO WITH MATHS!
JUST AN EXTRA CHORE

Adding and subtracting decimals

NAME

Where do mummies go on holiday?

Directions: Home Schooling!
Solve each problem below on another sheet of paper. Each time your answer occurs in the decoder, write the letter of the problem above it.

1. 10 – 6.35 = __________ (D)
2. 0.7 + 4.3 + 8 + 6.91 = __________ (H)
3. 0.789 + 3.496 + 10 + 0.008 = __________ (O)
4. 8.974 – 3.2 = __________ (S)
5. (16.923 – 4.37) + 2.8 = __________ (T)
6. (8.3 + 7) – (6 – 2.3) = __________ (Y)
7. 94.32 – 68.94 = __________ (G)
8. (9 – 3.02) + (6.35 – 1.49) = __________ (E)
9. 74 + 0.06 + 7.08 + 3.71 = __________ (A)

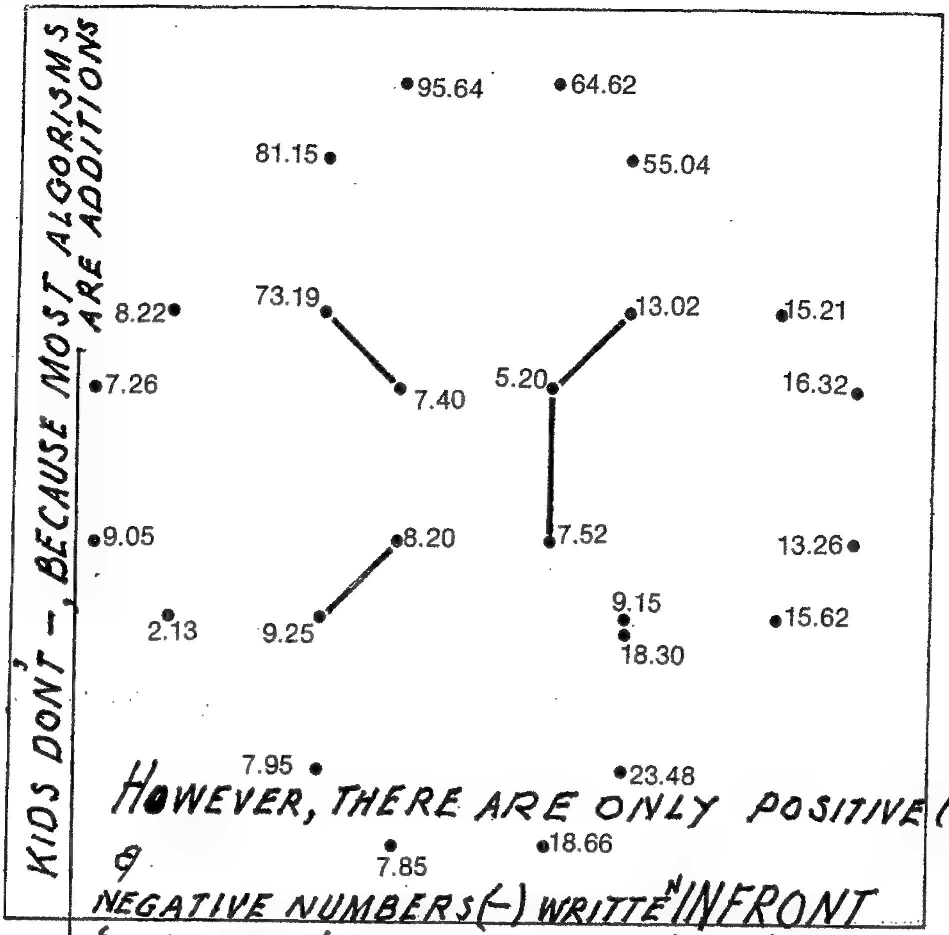
BYE, UNCLE TUT! HAVE A NICE TRIP!

15.353 19.91 10.84 11.6

25.38 14.293 15.353 14.293 15.353 19.91 10.84

3.65 10.84 84.85 3.65 5.774 10.84 84.85

Work out the answer to each problem. Find the answer in the puzzle. Connect answer 1 to answer 2 to answer 3, etc. until you have completed all the problems. You will end up with a pattern:


95.64
64.62
81.15
55.04
8.22
73.19
13.02
15.21
7.26
7.40
5.20
16.32
9.05
8.20
7.52
13.26
2.13
9.25
9.15
18.30
15.62
7.95
23.48
7.85
18.66

FAILURE PRINCIPLE!

KIDS DON'T — BECAUSE MOST ALGORISMS ARE ADDITIONS

HOWEVER, THERE ARE ONLY POSITIVE (+) & NEGATIVE NUMBERS (−) WRITTEN INFRONT

'TAKE AWAY' IS FOR HAMBURGERS.

1 8.6 − 5.2 = 3.4

2 5.7 − 3.9 = 1.8

3 7.4 − 2.1 = 5.3

4 4.3 − 0.9 = 3.4

5 9.7 − 3.5 = 6.2

6 35.63 − 18.87 = 16.76

7 59.06 − 33.4 = 25.66

8 31.42 − 26.7 = 4.72

9 62.9 − 48.05 = 14.85

10 82.48 − 57.9 = 24.58

11 24.1 − 9.56 = 14.54

Try these subtractions, place zeros at the ends to fill 'shorter' decimal numbers if it makes it easier.

DC!

1) 3.64+ 1.56 = 5.20

2) 2.62+ 4.78 = 7.40

3) 5.82+ 2.38 = 8.20

4) 1.87+ 5.65 = 7.52

5) 3.39+ 5.76 = 9.15

6) 9.76+ 5.86 = 15.62

7) 5.39+ 7.87 = 13.26

8) 8.93+ 7.39 = 16.32

9) 6.24+ 8.97

10) 5.44+ 7.58

11) 15.28+ 39.76

12) 28.48+ 36.14

13) 77.35+ 18.29

14) 32.72+ 48.43

15) 53.26+ 19.93

16) 3.52+ 4.7

17) 5.46+ 1.8

18) 6.25+ 2.8

19) 1.4 + 0.73

20) 7.6 + 1.65

21) 3.54+ 1.6 2.81

22) 3.49+ 4.26 0.1

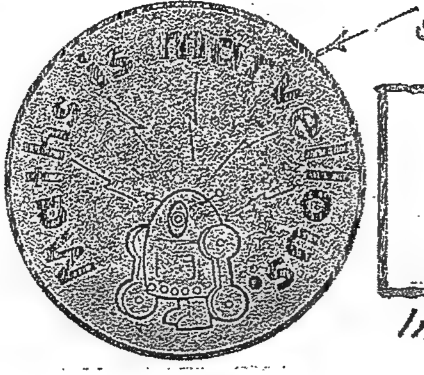
23) 12.35+ 4.6 1.71

24) 4.6 + 17.5 1.38

25) 5.21+ 8.7 4.39

20 badges
4 classes share them.
How many for each class?

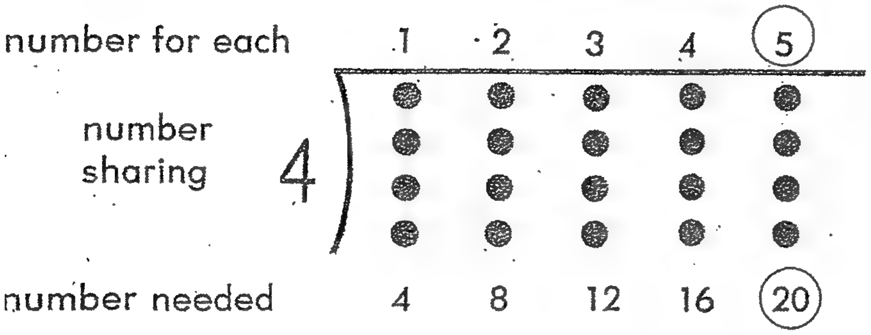
20 shared among 4



STUPID

1. $3\overline{)9.6}$
2. $4\overline{)9.28}$
3. $5\overline{)6.05}$
4. $6\overline{)0.72}$

In real life never presented as such.



20 shared among 4 is 5 each.

$$\begin{array}{r}5\\4\overline{)20}\end{array}$$

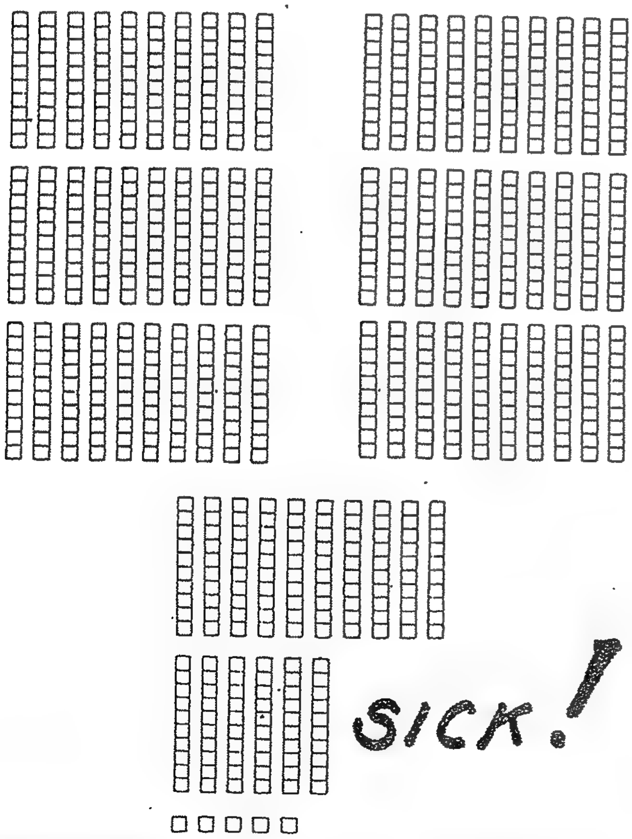
$20 \div 4 = 5$

WHY CHANGE THE ORDER?

$963 \div 3 = 321$

TRADING

We ask the question 'If we share these blocks among 9 people, will each get some hundreds?'. The answer is no and the hundreds blocks are traded for tens, giving 76 tens and 5 ones:

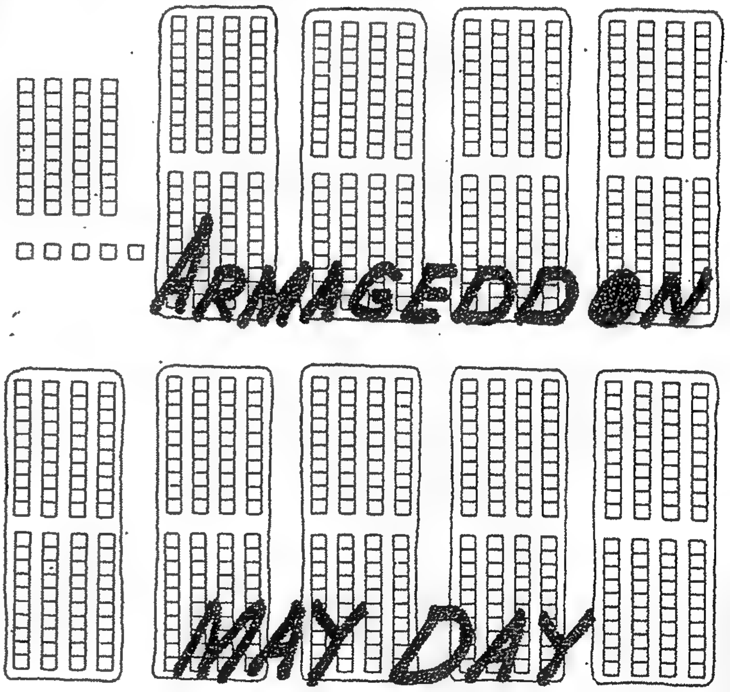


SICK!

MENTAL CHILD ABUSE.

Now, ask the question 'If we share these blocks among 9 eople, will each get some tens?' The answer is yes. Each person ill get 8 tens. This will use up 72 of the tens and leave 4 tens ver.

TRADING

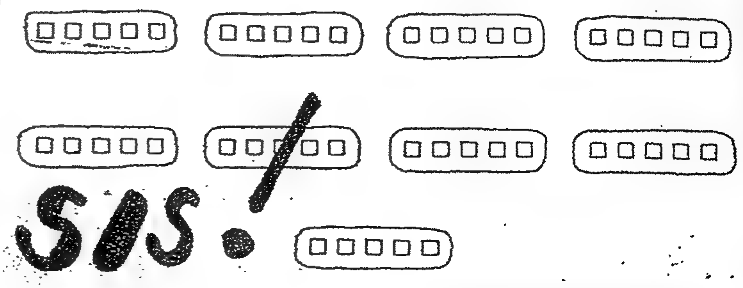


ARMAGEDDON

MAY DAY

These 4 tens are traded to give 40 ones. Together with the 5 ones already in the pile, this gives a total of 45 ones.

Now, ask the question 'If we share these blocks among 9 people, will each get some ones?'. The answer is yes. Each person will get 5 ones.



SIS!

PURGATORY

COMPULSORY PENANCE

the value of the ones digit of the subtrahend is greater than the value of the ones digit of the minuend.

↑ BLAA BLAA

72
−28
44

The equal-additions method with the subtractive thought is recommended.

Ten ones are added to the ones of the minuend and one ten to the tens of the subtrahend.

In oral work, 'add ten, add ten' is to be preferred. 'Borrow' and 'pay back' are incorrect terms. CRAZY

BUT STILL USED!

72 − becomes 70 − and 12 −
28 30 8
44

'2 minus 8, I cannot; add 10; 12 minus 8, 4; write 4. add 10; 7 tens minus 3 tens 4 tens; write 4.'

WHY?

Note.—'4 *tens*' may be said as 'forty'. WELL, WELL!

ctising the vertical sub-
action algorism using
ce-value statements.

Some practice stating place-values is desirable before practice stating face-values.

76 −
24
52

Stating face-values of the digits
'6 minus 4, 2; write 2.
7 minus 2, 5; write 5.'

= ↑old-fashioned LONG DIVISION should be used to promote mental arithmetic!

72 −
28
44

Stating face-values of the digits
'2 minus 8, I cannot; add 10;
12 minus 8, 4; write 4. Add 10; 7 minus 3, 4; write 4.

MUST! necessary working

Note.—Crutch figures may be used

ORT DIVISION

6 1/3

8 ÷ 6

ENTALLY,
F COURSE!

6) 998 −		
600	100	600
398 −		
60	10	60
338 −		
120	20	120
218 −		
120	20	120
98 −		
60	10	60
38 −		
30	5	30
8 −		
6	1	6
2	r	2
	Q166	998

or

6) 998 −		
600	100	600
398 −		
300	50	300
98 −		
60	10	60
38 −		
30	5	30
8 −		
6	1	6
2	r	2
	Q166	998

or

6) 998 −		
600	100	600
398 −		
360	60	360
38 −		
36	6	36
2	r	2
	Q166	998

INSANE!

New Maths for an obsolete activity!

~~998 ÷ 6 = 166 r 2~~ $166\frac{1}{3}$!

NO! Supporting incompetence.

Fifty times the divisor may be seen as half of one hundred times the divisor.
Multiples preferred by a child are subtracted.

THAT'S WHY HE WILL BE UNEMPLOYED

Changing Fractions to Decimals

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Change these fractions to decimals, make sure there are no 'end zeros'

Examples

$\frac{1}{10} = 0.1$	$\frac{1}{100} = 0.01$	$\frac{1}{1\,000} = 0.001$
$\frac{10}{10} = 1$	$\frac{10}{100} = 0.1$	$\frac{10}{1\,000} = 0.01$
$\frac{41}{10} = 4.1$	$\frac{352}{100} = 3.52$	$\frac{100}{1\,000} = 0.1$

1 $\frac{7}{10} =$ 0.7

2 $\frac{8}{100} =$ 0.08

3 $\frac{5}{1\,000} =$ 0.005

4 $\frac{16}{10} =$ 1.6

5 $\frac{37}{100} =$ 0.37

6 $\frac{87}{100} =$ 0.87

7 $\frac{63}{10} =$ 6.3

8 $\frac{430}{1\,000} =$ 0.43

9 $\frac{906}{1\,000} =$ 0.9

10 $\frac{408}{100} =$ 4.08

11 $\frac{110}{100} =$ 1.10

12 $\frac{4\,076}{1\,000} =$ 4.76

13 $\frac{80}{10}$

14 $\frac{15}{10}$

15 $\frac{45}{10}$

17 $\frac{550}{10(}$

Now chan to fr

19 0.

21 2.1

Use division to change these fractions to decimals

Example

$\frac{3}{4} = 3 \div 4 \quad \begin{array}{r}0.75\\4\overline{)3.{}^{3}0{}^{2}0}\end{array}$

23 $\frac{1}{2} = 1 \div 2 \quad \begin{array}{r}0.5\\2\overline{)1.{}^{1}0}\end{array}$

24 $\frac{1}{4} = 1 \div 4 \quad \begin{array}{r}0.25\\4\overline{)1.{}^{1}0{}^{2}0}\end{array}$

25 $\frac{2}{5} = 2 \div 5 \quad \begin{array}{r}0.4\\5\overline{)2.{}^{2}0}\end{array}$

26 $\frac{3}{8} = 3 \div 8 \quad \begin{array}{r}0.375\\8\overline{)3.{}^{3}0{}^{6}0{}^{4}0}\end{array}$

27 $\frac{4}{5} =$ ______

28 $\frac{7}{8} =$ ______

29 $\frac{3}{} =$

7

Convert these fractions, which will be recurring decimals

Example

$\frac{1}{6} = 1 \div 6 \quad \begin{array}{r}0.1666\\6\overline{)1.{}^{4}0{}^{4}0{}^{4}0{}^{4}0}\end{array}$

$= 0.1\dot{6}$

32 $\frac{2}{3} =$ ______ $=$ ______

33 $\frac{1}{9} =$ ______ $=$ ______

34 $\frac{5}{6} =$ ______ $=$ ______

35 $\frac{7}{9} =$ ______ $=$ ______

IGNORANT LEARNED LESS: The Trap!

Compulsory Indoctrination.

$\frac{8}{15}$ by calculator: $8 \div 15 = .53$

As an Algorism, it should be 'left IN THAT ORDER'!

$$\begin{array}{l}8.000 \div 15 = 0.5\dot{3}\\ \underline{-7\,5}\\ 50\\ \underline{-45}\\ 5 \text{ ETC.}\end{array}$$

Primary Schools students would do $8\overline{)15}$; they've always SEEN the smaller number in front!!

'8 INTO 15' $\neq 8 \div 15$

COMPARE WITH THE DICTIONARY [illegible] ? QUANTITY TO SELL THICKER BOOKS

Decimals

www.Easymathsandenglish.com

UNIT 2: Changing fractions to decimals

QUESTION 1 Write the following as decimals.

a $\frac{9}{10}=$ ____
b $\frac{5}{10}=$ ____
c $\frac{3}{10}=$ ____
d $\frac{4}{10}=$ ____
e $\frac{5}{100}=$ ____
f $\frac{2}{100}=$ ____
g $\frac{19}{100}=$ ____
h $\frac{21}{100}=$ ____
i $\frac{531}{1000}=$ ____
j $\frac{625}{1000}=$ ____
k $\frac{891}{1000}=$ ____
l $\frac{526}{1000}=$ ____

QUESTION 2 Change to a decimal.

a $3+\frac{7}{10}=$ ____
b $6\frac{3}{100}=$ ____
c $15+\frac{5}{100}=$ ____
d $8\frac{2}{100}=$ ____
e $81+\frac{3}{10}=$ ____
f $65+\frac{5}{100}=$ ____
g $32\frac{4}{10}=$ ____
h $65\frac{1}{10}=$ ____
i $53\frac{9}{10}=$ ____
j $4\frac{7}{10}=$ ____
k $5\frac{6}{100}=$ ____
l $7\frac{8}{10}=$ ____

That would take more than 1 hour!

QUESTION 3 Change each fraction to a decimal.

a $\frac{1}{10}=$ ____
b $\frac{1}{4}=$ ____
c $\frac{1}{5}=$ ____
d $\frac{1}{2}=$ ____

What do they do in class?

e $\frac{3}{100}=$ ____
f $\frac{2}{5}=$ ____
g $\frac{4}{5}=$ ____
h $\frac{3}{5}=$ ____
i $\frac{3}{4}=$ ____
j $\frac{1}{8}=$ ____
k $\frac{3}{8}=$ ____
l $\frac{5}{8}=$ ____

QUESTION 4 Express as a decimal.

a $\frac{5}{5}=$ ____
b $\frac{7}{5}=$ ____
c $\frac{9}{5}=$ ____
d $\frac{130}{100}=$ ____
e $\frac{25}{20}=$ ____
f $\frac{32}{50}=$ ____
g $\frac{107}{100}=$ ____
h $\frac{18}{50}=$ ____

Decimals

UNIT 3: Changing decimals to fractions

QUESTION 1 Write the following as fractions in simplest form.

a 0.3 = ____
b 0.7 = ____
c 0.9 = ____
d 0.13 = ____
e 0.37 = ____
f 0.023 = ____
g 0.157 = ____
h 0.09 = ____
i 0.4 = ____
j 0.25 = ____
k 0.8 = ____
l 0.5 = ____
m 0.1 = ____
n 0.2 = ____
o 0.6 = ____
p 0.7 = ____
q 0.03 = ____
r 0.02 = ____
s 0.09 = ____
t 0.008 = ____

QUESTION 2 Change the following decimals to mixed numbers in simplest form.

a 1.1 = ____
b 2.7 = ____
c 4.3 = ____
d 7.9 = ____
e 3.2 = ____
f 4.8 = ____
g 5.12 = ____
h 6.48 = ____
i 3.02 = ____
j 5.01 = ____
k 8.005 = ____
l 9.6 = ____
m 12.36 = ____
n 18.54 = ____
o 50.65 = ____
p 83.2 = ____

QUESTION 3 Change each decimal to a fraction (mixed number) in simplest form.

a 2.17 = ____
b 8.75 = ____
c 0.28 = ____
d 7.5 = ____
e 0.75 = ____
f 0.64 = ____
g 8.9 = ____
h 0.125 = ____
i 6.55 = ____
j 0.321 = ____
k 0.83 = ____
l 0.912 = ____
m 0.025 = ____
n 0.035 = ____
o 0.045 = ____
p 0.055 = ____

QUESTION 4 Express as a fraction in simplest form.

a 0.29 = ____
b 0.265 = ____
c 0.007 = ____
d 0.0075 = ____
e 0.05 = ____
f 0.0005 = ____
g 0.075 = ____
h 0.809 = ____
i 1.2 = ____
j 3.6 = ____
k 4.8 = ____
l 6.12 = ____
m 5.01 = ____
n 3.02 = ____
o 6.001 = ____
p 8.25 = ____

Homework

Homework sheets are like correspondence courses; only mature-age students will be able to read, understand and apply the instructions. These is no excellence, equity or a fair go for all if the system deliberately relies on understanding instead of on practical efficiency.

Children need an energetic medium who brings them in touch with their motivation (Steiner).

It is not the task of a working mother come cook, housekeeper and taxi driver!

Poetic Partnership Propaganda only Perpetuates the Proliferation of a semi-illiterate and innumerate Population!

Freefall Mathematics: Altitude Book 1

- Students are now treated like robots. These 'pre-paid' answer sheets are the reason why some children can't write a fraction by themselves any longer! Unfortunately, both Turnbull and Piccoli are like Nero; instead of Rome, the schools are on fire! These do-it-yourself atrocities are the precursor of H.S.C. exams - similar to citizenship application – being checked by a computer.
- Teachers have become like trawler operators judging the quality of the catch in order to write a lengthy paediatrician-type report.
- New Maths has now been upgraded to Newer Maths. Freefall Maths means pushing the parachuteless, compulsory students(now victims) out of an aeroplane to assess how much damage has been done in order to compare it with overseas figures.

NOT ALLOWED OF COURSE! | Attention Directors | GUIDED

Multiplying Fractions COMPULSORY INCOMPETENCE IN

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Multiply these

1 $\frac{1}{}\times 2 = \frac{2}{3}$

2

3

4

5

6

7

8

9

10

11 $= \frac{1}{50}$

12 $= \frac{3}{40}$

13 $= \frac{20}{54}$

14 $= \frac{48}{55}$

15 $\frac{2}{5}\times\frac{2}{3}\times\frac{2}{1} = \frac{8}{15}$

16 $\frac{5}{1}\times\frac{3}{47}\times\frac{2}{1} = \frac{30}{47}$

Efficiency and mental arithmetic only yield half marks despite the following statement: **"The Board of Studies recognises that the aims and objectives of the syllabus may be achieved in a variety of ways and by the application of many different techniques. Success in the achievement of these aims and objectives is the concern of the Board which does not, however, either stipulate or evaluate specific teaching methods."**

The Usual Propaganda

EXCELLENCE AND EQUITY

NEW SOUTH WALES CURRICULUM REFORM

Answer these, they will simplify.

17 $\frac{3}{8}\times\frac{2}{1} = \frac{6}{8} = \frac{3}{4}$

18 $\frac{4}{15}\times\frac{3}{1} = \frac{12}{15} = \frac{4}{5}$

19 $\frac{4}{1}\times\frac{3}{20} = \frac{12}{20} = \frac{3}{3}$

20 $\frac{2}{3}\times\frac{3}{5} = \frac{6}{15} = \frac{2}{5}$

21 $= \frac{20}{42} = \frac{10}{21}$

22 $= \frac{15}{80} = \frac{3}{16}$

23 $= \frac{15}{36} = \frac{5}{12}$

24 $= \frac{12}{48} = \frac{1}{4}$

25 $= \frac{14}{60} = \frac{7}{30}$

26 $\frac{}{14}\times\frac{}{3} = \frac{26}{42} = \frac{13}{21}$

27 $\frac{7}{10}\times\frac{5}{9} = \frac{35}{90} = \frac{7}{18}$

28 $\frac{2}{3}\times\frac{4}{5}\times\frac{3}{4} = \frac{24}{60} = \frac{2}{9}$

29 $\frac{4}{5}\times\frac{5}{6}\times\frac{1}{3} = \frac{20}{90} = \frac{2}{5}$

30 $\frac{4}{10}\times\frac{3}{4}\times\frac{1}{2} = \frac{12}{80} = \frac{3}{20}$

31 $\frac{4}{7}\times 2\times\frac{5}{8} = \frac{42}{58} = \frac{\square}{\square}$

32 $\frac{3}{10}\times\frac{5}{6}\times 3 = \frac{\square}{\square} = \frac{\square}{\square}$

These will result in mixed or whole numbers.

INSANE → Total Simplify

33 $\frac{4}{5}\times\frac{10}{3} = \cancel{\frac{40}{15}} = \frac{8}{3}$

CANCEL FIRST WITHOUT CRUTCH FIGURES! $2\frac{2}{3}$ Mixed Numeral

34 $\frac{4}{6}\times\frac{5}{2} = \cancel{\frac{20}{12}} = \cancel{\frac{5}{3}}$

$= 1\frac{2}{3}$

35 $\frac{8}{5}\times\frac{15}{6} = \cancel{\frac{120}{30}} = \cancel{\frac{24}{6}}$

$\to = \cancel{2}\ 4.$

36 $\frac{10}{7}\times\frac{13}{5} = \cancel{\frac{130}{35}} = \cancel{\frac{\square}{\square}}$

$\to = 3\frac{5}{7}$

37 $\frac{20}{3}\times\frac{5}{4} = \cancel{\frac{\square}{\square}} = \cancel{\frac{\square}{\square}}$

$\to = 8\frac{1}{3}$

38 $\frac{11}{5}\times\frac{10}{11} = \cancel{\frac{\square}{\square}} = \cancel{\frac{\square}{\square}}$

$\to = 2$

39 $\frac{9}{4}\times\frac{6}{5} = \cancel{\frac{\square}{\square}} = \cancel{\frac{\square}{\square}}$

$\to = 2\frac{7}{10}$

FREE ADVERTISING

?

Graphic designer

Trudi Canavan

Position: Designer and Illustrator

Company: The Telltale Art

Qualifications/Experience: Advanced Certificate in Promotional Display; Lonely Planet, Oxford University Press; now self-employed as illustrator and designer trading as The Telltale Art; art editor, fantasy author, designer and website designer, Aurealis magazine

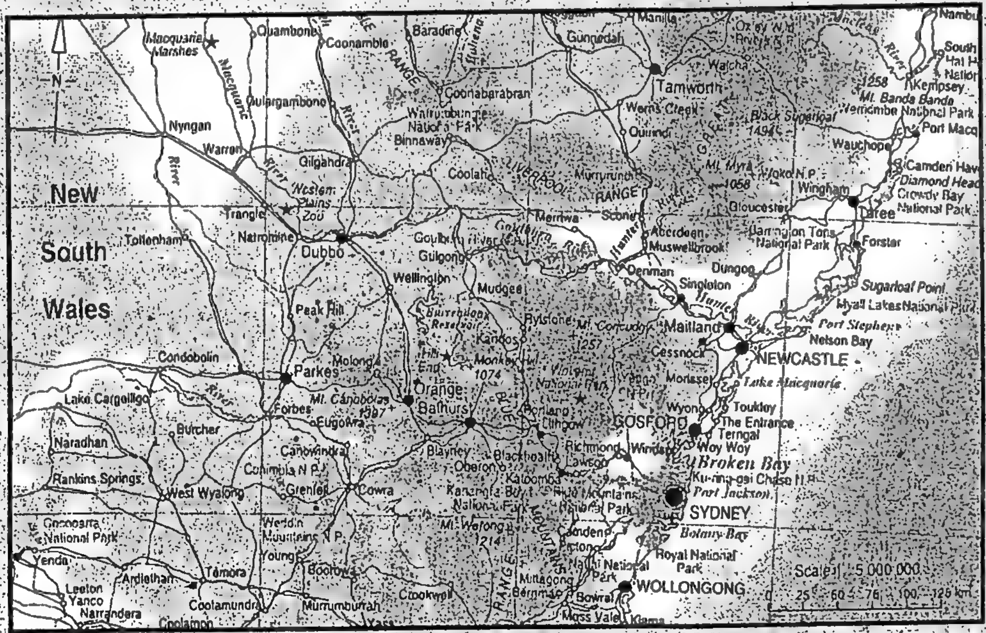
Related occupations: book designer, cartographer, fabric designer, artist, web designer

I do a wide range of design and art related work, including illustration (generated by hand and on the computer), map drawing, graphic design, website design, and exhibition design. If you had told me in my teens that I would be doing what I'm doing now, I would have been very surprised! I was always creative as a child, and when I reached an age at which I needed to make a career choice, my best marks were in science/maths and art.

I always wanted to be an illustrator, but my school's career adviser told me it would be 'too hard'. My first job, at Lonely Planet, required some illustration work, which renewed my dream. Six years later I had the experience and savings to start as a freelancer.

I use maths to calculate how much paint it takes to cover an exhibition stand, scale plans to life size, and write quotes that take into account depreciation, GST, labour and profit margins. Having an understanding of maths has always helped.

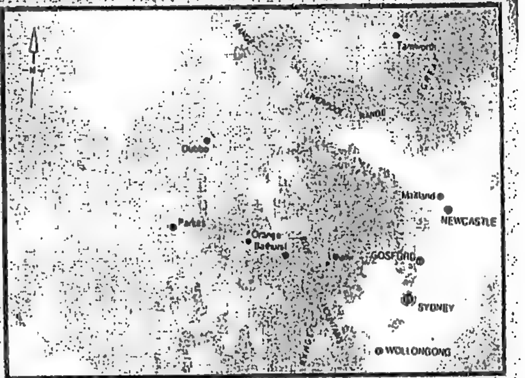
In graphic design, setting up a page grid requires some maths. For large projects I set up spreadsheets to help me work out fees. I use geometry and algebra in exhibition design. The most maths-intensive work I do is cartography. This can involve converting miles to km and working out the scale of a map. I use existing maps as a reference, resize them and make the other changes I want, and then work out my scale bar.


N
New
South
Wales
Macquarie Marshes
Quambone
Coonamble
Baradine
Gunnedah
Manilla
Tamworth
Walcha
Nyngan
Warren
Quirindi
Werris Creek
Coonabarabran
Warrumbungle National Park
Binnaway
Gilgandra
Coolah
Murrurundi
LIVERPOOL RANGE
Trangie
Narromine
Dubbo
Tottenham
Western Plains Zoo
Merriwa
Scone
Aberdeen
Muswellbrook
Gloucester
Wingham
Taree
Forster
Wauchope
Port Macquarie
Kempsey
Camden Haven
Diamond Head
Crowdy Bay National Park
Gulgong
Wellington
Mudgee
Denman
Singleton
Dungog
Maitland
Cessnock
NEWCASTLE
Lake Macquarie
Port Stephens
Nelson Bay
Myall Lakes National Park
Sugarloaf Point
Peak Hill
Condobolin
Parkes
Molong
Orange
Bathurst
Rylstone
Kandos
Mt Canobolas 1397
Forbes
Eugowra
Lake Cargelligo
Burcher
Naradhan
Canowindra
Cowra
Blayney
Oberon
Lithgow
Katoomba
Blackheath
Richmond
Windsor
Wyong
Toukley
The Entrance
Terrigal
Woy Woy
GOSFORD
Broken Bay
Ku-ring-gai Chase N.P.
Port Jackson
SYDNEY
Botany Bay
Royal National Park
Rankins Springs
West Wyalong
Grenfell
Young
Boorowa
Mittagong
Berrima
Bowral
Moss Vale
Kiama
WOLLONGONG
Goolgowi
Ardlethan
Temora
Cootamundra
Murrumburrah
Crookwell
Leeton
Yanco
Narrandera
Yenda
Cocoparra National Park
Scale 1 : 5 000 000
0 25 50 75 100 125 km

This is to show how important Maths is using playground vernacular

PARENTS Wake up while Turnbull & Piccoli are still asleep

1. I pick two points on both maps. The points should be a reasonably large distance apart. For these two maps, I picked Wollongong and Tamworth.
2. I measure the distance between these two points on the original map. The distance between Wollongong and Tamworth is 74 mm.
3. I measure the distance between the same two points on my map. The distance on my map is 46 mm. I write this as a ratio of my map to the original map—46 : 74.


N
Tamworth
Dubbo
Parkes
Orange
Bathurst
Maitland
NEWCASTLE
GOSFORD
SYDNEY
WOLLONGONG

4. Next I work out the size of my scale bar. The size depends on the size of my map. It can't be too small or else it won't very useful. It can't be too big or it will look silly. For the map here I decided on a 100 km scale bar.
5. I then find out how long 100 km is on the original map. 100 km = 100 000 000 mm. As this map has a scale of 1 : 5 000 000, 100 km is represented by 100 000 000 mm ÷ 5 000 000 = 20 mm. If I let the length of the scale bar on my map be s, I can write another ratio that expresses distance on my map to distance on the original map: s : 20
6. I now have two equivalent ratios that I can solve to find s, the length my scale bar should be.

$$s : 20 = 46 : 74$$

$$\frac{s}{20} = \frac{46}{74}$$

$$s = \frac{46}{74} \times 20$$

$$s = 12.5 \text{ (rounded to the nearest 0.5 mm)}$$

This means my 100 km scale bar should be 12.5 mm long.

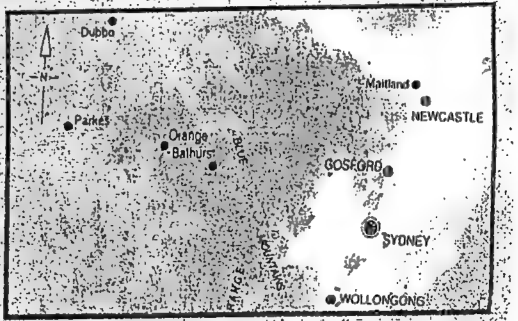
7. Then I draw my 12.5 mm scale bar, marking in the 100 km at the end.

0 km 100 km

Home Schooling!

why give it to a compulsory year 7 student to solve?

The graphic designer's problem


N
Dubbo
Parkes
Orange
Bathurst
Maitland
NEWCASTLE
GOSFORD
SYDNEY
WOLLONGONG
BLUE MOUNTAINS
RANGE

1 Trudi needs to work out the scale bar for the map at right. It's based on the detailed map on page 200. She wants the bar to show 100 km of real distance, and she uses Parkes and Sydney as the two points on which she bases her calculations.
   (a) How long is the scale bar going to be?
   (b) Draw the scale bar for Trudi. !!!

2 (a) Repeat this procedure for two other points on both maps.
   (b) What do you notice? Try to explain what has happened.

COMPULSORY VICTIM'S

COLO	YEAR 7 2016 FRACTIONS TEST Time Allowed : 1 period	~~Student~~'s name: J. ROBOT ~~Teacher's name:~~ PRISON WARDEN'S NAME

EXAMINATION ~~INFORMATION~~ INSTRUCTIONS

Students may not borrow any equipment from any person during this examination. ALWAYS THE THREAT!
Penalties exist for communication or attempted communication, for cheating or attempting to cheat during this examination.
If you wish to ask a question during this examination, please raise your hand and a teacher will come to you. Do not leave your seat.
Action will be taken against any student who disrupts or attempts to disrupt any part of any examination in any way.
→ ***These rules apply from the time the student enters the room until all papers are handed in and students have been dismissed.***

Excellent	High Level	Substantial	Satisfactory	Elementary	Mark
52 - 60	43 - 51	34 - 42	25 - 33	0 – 24	/60

Part A: M/C 4/5 8/40 16 Part B: 4/15 Part C: 8/10

Part A: Fluency and Understanding (40 marks)

30 YEARS LATER
MATHS HAS NOW BECOME SCIENCE FICTION

This is like having to write 'Australia' back to front!

QUESTIONS 1- 5: MULTIPLE CHOICE (*circle* the correct answer) 1 mark each.

1. To find multiples of a number you:
a) subtract counting numbers from the number
[✓ b) divide the number by a whole number]
c) multiply the number by itself
d) multiply the number by any counting number

NO NECESSARY WORKING TODAY!
X WHERE IS THE MATHS QUESTION?
GOING FOR P-PLATE?

2. What is the largest factor of 36?
a) 72
b) 12
c) 6
[✓ d) 36]

WHY THIS BULLSHIT ✓ STORY?

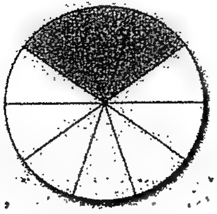
3. Tara said that 49 has two factors because 49 = 7 × 7. Is she correct?
a) Yes, because 7 divides into 49 with no remainder
[✓ b) No, there are three factors: 1, 7, 49] ✓
c) No, there's only one factor, 7
d) No, because there are four factors: 1, 7, 7, 49

4. Select the pair of numbers that have a common factor of 5.
a) 20 and 42
b) 97 and 103
[✓ c) 85 and 230] ✓
d) 10 and 27

5. What is $7\frac{3}{4}$ called? NOW WHAT?
[✓ a) A mixed numeral] ✓
b) A proper fraction
c) An improper fraction
d) A whole number

8 PAGES INSTEAD OF 1!

(Part A continued)



PRIMARY SCHOOL
YEAR 4

6. What fraction of the circle above is shaded? (1 mark) Shaded = $\frac{3}{10}$ ✓

7. What fraction of the circle above is unshaded? (1 mark) Unshaded = $\frac{7}{10}$ ✓

YEAR 7!

WHO DECIDES?

8. Simplify the following fractions fully : (4 marks)

! a) $\frac{5}{10} = \frac{5}{5}$ ✗ b) $\frac{12}{15} = \frac{6}{10}$ ✗ c) $\frac{16}{36} = \frac{8}{8}$ ✗ d) $\frac{27}{3} =$? ✗ !

THAT'S THE RESULT OF THE DO-IT-YOURSELF NEW MATHS

Never taught in Primary!

---

9. Complete the following equivalent fractions by filling in the missing number: (4 marks)

a) $\frac{3}{4} = \frac{10}{20}$ ✗ b) $\frac{2}{5} = \frac{16}{40}$ ✓ c) $\frac{24}{16} = \frac{?}{4}$ ✗ d) $\frac{88}{55} = \frac{8}{5}$ ✓

PARADOX

SO NOW WE DON'T HAVE TO SIMPLIFY

ARBITRARY AUTHORITY

LIKE FILLING IN FORMS (ROBOT)

---

10. Write these mixed numbers as improper fractions: (1 mark each)

a) $2\frac{1}{5} = 11$ ✗ b) $4\frac{7}{11} = 51$ ✗

BECAUSE
NOBODY TAUGHT THE VICTIM!

---

11. Write these improper fractions as mixed numbers: (1 mark each)

a) $\frac{7}{5} = 1\frac{2}{5}$ ✓ b) $\frac{44}{7} =$? ✗

16. Find the following: (2 marks each)

a) $\frac{1}{3}$ *of* 18 = 6 ✓

b) $\frac{3}{4}$ *of* 8 = 2 X

c) $\frac{6}{7}$ *of* 56 = ? X

17. Calculate the following, giving your answers as a mixed number: (2 marks each)

a) $\frac{6}{11} \times \frac{55}{18} =$? na

b) $2\frac{4}{9} \times 5 =$? na

18. Evaluate the following: (2 marks each)

a) $\frac{3}{4} \div \frac{2}{3} =$? na

b) $2 \div \frac{1}{6} =$ 3 X

12. Add or subtract the following fractions: (1 mark each)

a) $\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$ ✓

b) $\frac{12}{17} - \frac{7}{17} = \frac{5}{17}$ ✓

13. Calculate the following, writing your answers in simplest form where necessary:
(2 marks each)

a) $\frac{3}{8} + \frac{1}{4} =$? na (AUSSIE ?)

b) $\frac{2}{3} + \frac{1}{7} =$? na

↑ ?

Because Turnbull & Piccoli
Aquilina
chose to ignore "Numbers in a Nutshell"!
with the Bark recipes!
(totally different from RULES !)

↑

1
(
a

RECIPES APPLIED MENTALLY!

$$\frac{4}{7} + \frac{1}{3} = \frac{19}{21} \qquad \frac{4}{7} - \frac{1}{3} = \frac{5}{21}$$

$$\frac{4}{7} \times \frac{1}{3} = \frac{4}{21} \qquad \frac{4}{7} \div \frac{1}{3} = 1\frac{5}{7}$$

15. Calculate the following mixed numbers and give your answer as a **mixed number**:
(2 marks)

a) $\boxed{2\frac{1}{5} + 3\frac{1}{10}} = 42$ ✗

? Pedantic and of course TOTALLY UNNESSARY!

WASTING PAPER!

Despite the 2 hours (x4)
homework!

PARENTS Wake up!

THE QUSTION! = in case the victim forgets!
THE ANSWER:
$5\frac{3}{10}$

Failure Mechanism

2

? NEWER MATHS

BECAUSE NEW MATHS DIDN'T WORK.

PART C : Literacy section (10 marks)

Use the words from the word bank below to complete the sentences below (correct spelling is necessary)

NO TEACHER HAS EVER EXPLAINED THE ORIGIN AND THUS THE MEANING!!

WORD BANK

improper fraction **mixed number** **simplest form** **reciprocal** **parts**
denominator **equivalent** **proper fraction** **numerator** **simplify**

1. In a fraction the Numerator ✓ tells us how many parts we have, and the denominator ✓ tells us how many equal parts one whole has been divided into.

2. A proper fraction ✓ has a numerator that is less than the denominator.

3. An improper fraction ✓ has a numerator that is greater or equal to the denominator.

4. A mixed number ✓ is made up of a whole number part and a fraction part.

5. Dividing by a fraction is the same as multiplying by the ~~parts~~ Equivalent X of the fraction.

6. To simplify ✓ a fraction, divide the numerator and denominator by a common factor.

7. reciprocal X fractions are located at the exact same place on the number line.

8. The fraction $\frac{4}{8}$ is reduced to $\frac{1}{2}$. The fraction is now in simplest form ✓.

9. Fractions are parts ✓ of whole numbers.

FANTASTIC: 10 MARKS TO RAISE THE AVERAGE

MORE BULLSHIT

Part B: Reasoning and Communicating (15 marks)

1) 4 girls share 5 pizzas evenly between them. 5 boys share 4 of the same sized pizza evenly between them. (3 marks)

subliminal advertising

a) Write the fraction of pizza that each girl and boy receives.

Who wants to know

Girl = $4\frac{1}{4}$ X

Boy = $\frac{2}{3}$ X

b) Who gets more pizza, a girl or a boy?

IS THIS MATHS ?

a girl ✓

FIRST TARA,
NOW LARA (DR. SHIVAGO ?)

ANOTHER ONE

2) What fraction of a pizza was **eaten** if Jesse ate $\frac{5}{12}$ and Lara ate $\frac{1}{3}$ of it? Write your answer in simplest form. (4 marks)

$\frac{6}{15}$ X

b) What fraction is left? Write your answer in simplest form. (2 marks)

? na

ANOTHER
STOMACH RELATED
QUESTION.

3) Kelsey is making Custard Cream cookies. Below are the ingredients that make **24 cookies.**

Ingredients:

90 g butter $\frac{1}{2}$ cup icing sugar $1\frac{1}{4}$ cups of flour $\frac{1}{3}$ cup custard powder

Calculate and rewrite the ingredients to make 48 cookies. (8 marks)

WORKING:

Butter = 180g ✓✓   Icing Sugar = 1 Cap ✓✓

Flour= 2 cups   Custard Powder = $\frac{2}{3}$ Cap

ANSWERS: ✓

180 g butter   ✓ 1 cup icing sugar   ✗ 2 cups flour   ✓ $\frac{2}{3}$ cup custard powder

If babies had to go to school, they would
never ever learn to talk and walk.

FRACTIONS: ADDITION & SUBTRACTION

f a man has knowledge of life, it is only out of life itself that he will be able to set himself his tasks. He will draw up NO ARBITRARY PROGRAMMES, for he will know that no other fundamental laws of life can prevail in the future than those that prevail already in the present. (Steiner).

f the child has before him a wooden clog, he has to fill in from his own imagination all that is needed to make t a sailing boat.

Maths is an abstract subject; information must be given in its most general form without adding superfluous, artificially contrived short stories, predominantly used to incorporate SUBLIMINAL ADVERTISING. That's what Maths in Society and General Maths is all about. How can you be so gullible as not to see that?

MATHS IN ↓ OUR ENVIRONMENT → HYBRIDS!

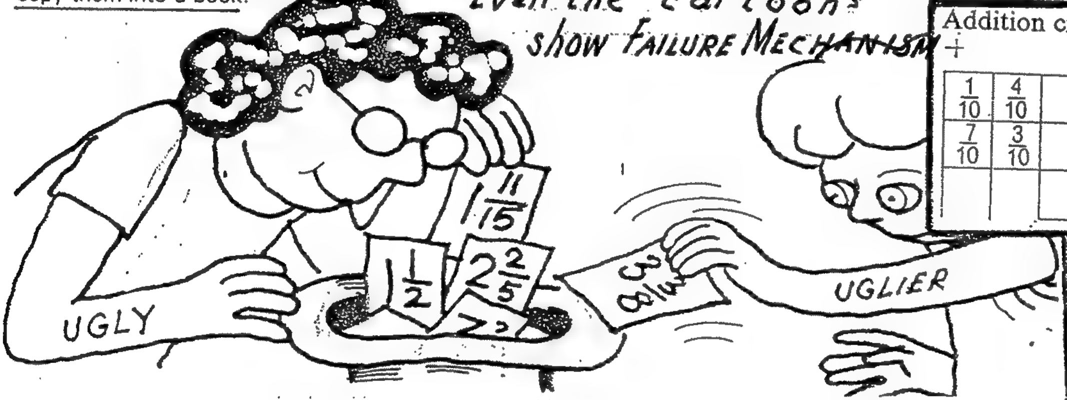
We grew a large watermelon. I gave $\frac{1}{3}$ of it to the neighbours and $\frac{1}{2}$ of it to the children. What fraction of the melon was left?

Jim poked a stick in the river. $\frac{1}{8}$ was in mud and $\frac{5}{8}$ was covered by water. What fraction of the stick was showing above water?

On the chalkboard Jim drew a line interval $\frac{7}{8}$ m long. He rubbed out $\frac{1}{3}$ m of the interval. How long is the interval now?

Teacher: Before the children commence the work on this page, have them revise Objective 39 in order to reinforce their understanding of mixed numerals. Before working the following examples, the child should copy them into a book.

Even the cartoons show FAILURE MECHANISM



Addition cross-number games.

+

$\frac{1}{10}$	$\frac{4}{10}$	
$\frac{7}{10}$	$\frac{3}{10}$	

(2) +

	$\frac{5}{8}$	
$\frac{3}{8}$		$\frac{5}{8}$
$\frac{4}{8}$		

$$\underset{\uparrow}{\frac{3}{5}} + \underset{\uparrow}{\frac{1}{5}} = \frac{3+1}{5} = \frac{4}{5}$$

common denominator

SHOW WORKING COMPULSORY!

UGLIEST
$1\frac{1}{5} + 4\frac{3}{10}$ = [illegible] = $5\frac{2}{10}$ + [illegible] = 5 [illegible] = [illegible]
$2\frac{3}{4} + 4\frac{1}{2}$ = [illegible] = [illegible] = [illegible] = 7 [illegible]
$3\frac{1}{2} + 3\frac{1}{5}$ = [illegible] = 6 [illegible] = $6\frac{7}{10}$ = 6 [illegible]

Teacher. It is recommended that revision of Objectives 8 (equivalent fractions) and 24 (adding and subtracting fractions), with special attention to the use of concrete material, precede the work in these pages. Also, highlight the method of finding a common denominator.

$$+\underset{\uparrow}{\frac{5}{6}} = 1\frac{1}{2}$$

MENTALLY, PROVIDED THE FOUNDATION IS SOLID

ifferent denominators, ∴ use equivalent fractions

$$+\frac{5}{6} = \frac{4}{6} + \frac{5}{6} = \frac{4+5}{6} = \frac{\cancel{9}^{3}}{\cancel{6}_{2}} = \frac{3}{2} = 1\frac{1}{2}$$

×2
×2

↑ simplify where possible

$$2\tfrac{2}{3} + 1\tfrac{1}{4} - 3\tfrac{1}{2} = \frac{8}{3} + \frac{5}{4} - \frac{7}{2} = \frac{32}{12} + \frac{15}{12} - \frac{42}{12}$$

×4 ×3 ×6
×4 ×3 ×6

$$= \frac{(32+15)-42}{12}$$

$$= \frac{47-42}{12}$$

$$= \frac{5}{12}$$

WHO WOULD NOT GET LOST IN THIS MATHEMATICAL LABYRINTH ?

o calculate $\frac{4}{5} - \frac{1}{3}$ it is not possible to find a common denominator by multiplying the numerator nd denominator of one of the fractions by the same number.

n this case we must find multiples of each denominator and find the lowest common multiple.

Multiples of 5 are 5, 10, ⑮, 20, 25, . . BLAA, BLAA, BLAA
Multiples of 3 are 3, 6, 9, 12, ⑮, . . . BLAA, BLAA, BLAA

↑ lowest common multiple is 15

$$\frac{4}{5} + \frac{1}{3} = 1\frac{2}{15}$$

BARK RECIPE
TIMES.TIMES.TIMES

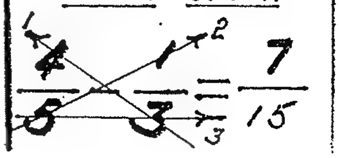
Now express each fraction as an equivalent fraction with the lowest common denominator and hen subtract the numerators.

LONG STORY

$$\frac{4}{5} - \frac{1}{3} = \frac{12}{15} - \frac{5}{15} = \frac{12-5}{15} = \frac{7}{15} \longrightarrow$$

×3 ×5
×3 ×5

SHORT STORY



12. My academic-and professional background as well as my age allow me to speculate that I am one of the very few, semi-petrified relics of the past who really knows what "Back to Basics" means. My forthcoming, hocuspocus-free book for Primary Schools will prove it.

13. Most senior students are absolutely hopeless when it comes to basic arithmetic. A simple fraction, decimal or percentage is as difficult for them as more advanced Maths.

14. When little priorities demand too much of us, big problems arise. (Maxwell)

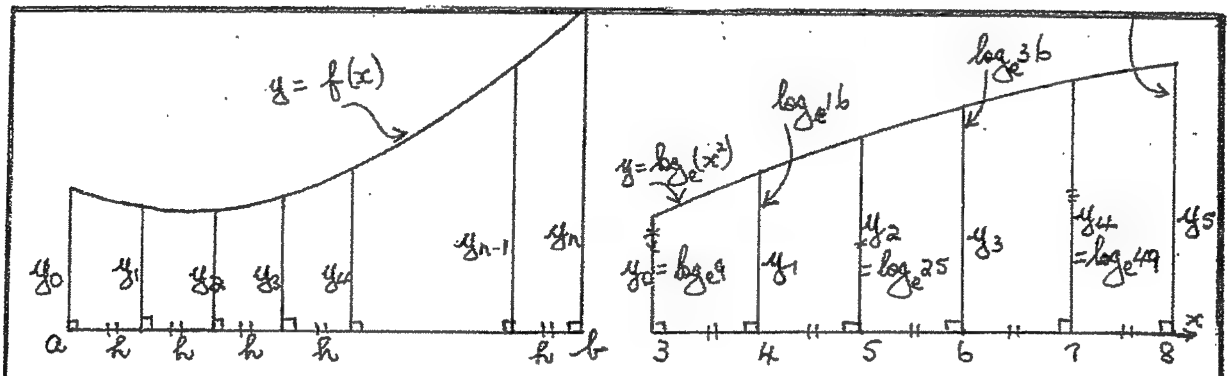
15. Too many priorities paralyse us. (Maxwell)

A lion trainer holds a stool by the back and thrusts the legs towards the face of the wild animal. In an attempt to focus on all four, it becomes tame, weak and disabled because its attention is fragmented.

Hair-raising examples of compulsory incompetence

(All necessary working should be shown)

You can't see the wood for the trees



By the Trapezoidal Rule, with n equal sub-intervals, i.e. (n + 1) ordinates, for $y = f(x)$ over the interval $a \le x \le b$, then

$$\int_a^b f(x)dx = \frac{h}{2}\{(y_0 + y_n) + 2(y_1 + y_2 + y_3 + \dots + y_{n-1})\}, \text{ where } h = \frac{b-a}{n}$$

For 5 equal sub-intervals, this result becomes

$$\int_a^b f(x)dx = \frac{h}{2}\{(y_0 + y_5) + 2(y_1 + y_2 + y_3 + y_4)\}$$

For $f(x) = \log_e(x^2)$ with 5 equal sub-intervals over the domain $3 \le x \le 8$, then $\underline{h = (8-3)/5 = 1}$. !

Now $y_0 = f(3) = \log_e(3^2) = \log_e 9$; $y_1 = f(4) = \log_e(4^2) = \log_e 16$;

$y_2 = f(5) = \log_e 25$; $y_3 = f(6) = \log_e 36$; $y_4 = f(7) = \log_e 49$; $y_5 = f(8) = \log_e 64$

Thus $\int_3^5 \log_e(x^2)dx = \frac{1}{2}\{(\log_e 9 + \log_e 64) + 2(\log_e 16 + \log_e 25 + \log_e 36 + \log_e 49)\}$

The trees	$= \frac{1}{2}(\log_e 9 + \log_e 64) + (\log_e 16 + \log_e 25 + \log_e 36 + \log_e 49)$ $= 16.6$ #, *hand calculator, correct to 1 decimal place.*
The wood	$A = \ln(3 \times 16 \times 25 \times 36 \times 49 \times 8) = 16.6$

16th November 1998

To the Minister for Education
Mr. John Aquilina
Level 2/35 Bridge Street,
SYDNEY NSW 2000

A. Bark
30 Reedy Road,
Cattai NSW 2756
(02) 45 728 568

Dear Sir,

RE: COMPULSORY INCOMPETENCE
In Maths and English

Early next year, you will receive a copy of my book with the above title. However, in this letter, I want to make you aware of **TWO ISSUES** that need your immediate attention and condemnation. Apart from being the result of the utmost dictatorial stupidity, they not only directly counteract the endeavours of assisting the gifted and even the not-so-gifted, but they are also in total disagreement with the fact that the Board of Studies does not prescribe any particular method.

ISSUE ONE: The compulsory use of crutch figures

The enclosed example is but one of the many **INTOLERABLE** situations whereby my private students' mental ability is hampered as well as questioned by teachers in State – as well as in Private Schools.

In the pre-calculator days, an algorism was a quick and efficient **ROUTINE** to work out answers. An algorism can only be done fluently and successfully when the basic number facts are thoroughly known, which means not by clumsily counting fish, frogs or fingers; players don't practise kicking a ball during a Soccer Grand Final.

Algorisms were never meant to be explained and pulled apart. The present, permanent method for subtraction should have been used as an **INTRODUCTORY DEMONSTRATION ONLY**. Why should a student be requested to show over and over again HOW he did it when the same, simple procedure of "Think one, take on" can and should be done mentally. Why is he considered to be utterly stupid? With that very thought, he will be. Any discussion about self esteem becomes a joke.

If it is compulsory for children to attend school, they should have the right to be taught professionally so that they don't have to be recycled once they leave.

A calculator doesn't show the working; why should students?

To tell them that they should use crutch figures to check where they went wrong is because teachers operate according to a **FAILURE MECHANISM**. Consequently, all students are made to think in terms of what is wrong, so that the teacher can satisfy his subconscious urge to explain as well as his authority.

To tell them to use crutch figures in order to check their sums is either the result of the teacher's own incompetence or of not knowing what he doesn't know. Sums can be checked with the 9-remainder method.

458.

The compulsory use of crutch figures as proof that students didn't copy is blatantly immoral; they should not have to continuously prove their innocence for the benefit of the teacher. Besides, people who can walk don't need crutches.

One teacher went so far as to tell my private student that I tried to confuse him, so he had to do again the ten sums he had successfully completed without turning his page into a wrecking yard.

The above reasons are no doubt only superficial ones. The real reason is, of course, **RESISTANCE TO CHANGE**; it could be called **SABOTAGE**. Enclosed are the various examples of this human trait.

When America wanted to promote soccer, they sensibly invited one of the world's most famous players to give them advice. However, when the Decimal System was introduced and the silly "pay-back" method was abandoned, semi-petrified headmasters and headmistresses came together to turn the change into a complete thunderstorm in a glass of water instead of sending for a European.

IF YOU EXPLAIN TOO MUCH, YOU EXPLAIN NOTHING

The results have been dismal. The new School Certificate Test to be done without the use of a calculator must surely be the result of my observation. Unless the present six Primary books full of puzzles, guessing games, treasure hunts, gimmicks and pictures are thrown onto the garbage tip, matters will not improve. If they are not, it is a clear indication that **THE BIG THEY** don't want students to do well: more and bigger books means more money earned.

Mudslinging without providing a cure would only be distasteful and a waste of time. I therefore enclose a copy of my **FOUNDATION NUMERACY**, k-12 and one of my **2 Unit Maths Dictionary** with more details in both front and back.

It demonstrates that **BACK** to **BASICS** doesn't mean that arithmetic should be done as it was done a hundred years ago. The first book is based on Universal Principles rather than on a limited number of details. The new craze seems to be the use of patterns, despite the fact that Sequences and Series is a 2 Unit topic. To use them as guessing games or I.Q. tests in earlier years is fruitless and has no practical value.

The Bark-patterns on the other hand are extremely practical because they enable students to learn all multiplication facts in one week or less. Writing out an infinite number of tables is now an obsolete activity. Unfortunately, resistance to change will make its introduction doubtful, **unless you yourself make the decision**. These patterns are not the result of a personal invention; they represent a scientific discovery, not unlike the theorem of Pythagoras. The latter is used because Pythagoras died a long time ago; there is no rivalry.

Again, students have the right to take advantage of this new knowledge.

Thank you, for your attention to this matter.

THE 3Rs
THE PRofessional way
A. Bark Cattai N.S.W. 2756

MINISTER FOR EDUCATION AND TRAINING

MINISTER ASSISTING THE PREMIER
ON YOUTH AFFAIRS

[redacted]

Level 2, 35 Bridge Street, Sydney NSW 2000
GPO Box 33, Sydney 2001
Tel: (02) 9561 8100 Fax: (02) 9561 8185

15 FEB 1999 RML 98/7388

Mr A Bark
30 Reedy Road
CATTAI NSW 2756

Dear Mr Bark

I refer to your letter concerning the mathematics education of students in New South Wales.

As you have acknowledged, the Board of Studies does not prescribe particular teaching methods for its curricula. Teachers use their professional judgement to select appropriate approaches for different situations involving individual students or groups of students.

THE REST IS BULLSHIT

THEY ONLY KNOW THEIR UNPROFESSIONAL WAY!

Debate amongst educational practitioners on teaching approaches and methods is common practice and desirable. It contributes to the development of new teaching approaches and curriculum support materials.

NOT IN A DICTATORIAL SYSTEM!

TRIAL & ERROR

The Higher School Certificate is currently undergoing major reform following the release of the New South Wales Government's White Paper *Securing Their Future.* New courses are being added, while existing courses are being completely rewritten, modified, or removed.

ANY APPROACH OR METHOD IS BASED ON THE IDEA THAT STUDENTS HAVE ALREADY PROBLEMS BEFORE THEY START!

Other significant developments in the Mathematics learning area have included the implementation of three new courses for Years 9 and 10 at the beginning of 1997, and the release of *Mathematics K-6 Outcomes and Indicators* in 1998. Such developments have been undertaken by the Board of Studies following extensive consultation and review of the latest available research.

A further recent development in the Mathematics learning area following the release of *Securing Their Future* has been the revised assessment procedures for the award of the School Certificate from 1998. The School Certificate Mathematics Test contains one section where the use of calculators is not permitted. This section is worth one-quarter of the total marks and is designed to test students' number sense as well as their estimation and mental computation skills. In all other parts of the Test students may use calculators

AND NOW - 17 YEARS LATER, JULY 2016 -

IT WAS ANNOUNCED THAT THE PSEUDO INTELLECTUAL GARBAGE DOES NOT WORK!! AND THEY ARE STILL NOT LISTENING TO ME; MILLIONS HAVE CROAKED!! IN THE PROCESS. GOING BACK TO BASICS? THEY WOULDN'T KNOW HOW!!

465.

(SEE UNIVERSITY PAGE)

NO, IT'S ALL THE TIME !

TO WHOM ?

(including many types of graphics calculator), some of which do allow them to review calculations entered and to inspect and follow solutions step-by-step on the viewing screen.

The Board of Studies does direct students undertaking Higher School Certificate Mathematics examinations to show all necessary working in those sections of the papers where this is appropriate. Students are expected to provide sufficient working to demonstrate how a solution was obtained. This is not required for students to receive all the marks allocated to the question as 'bald' correct answers generally receive full marks. It allows students to receive part marks, if applicable and warranted, in situations where they have obtained an incorrect answer. The incorrect answer may be due to a simple arithmetic error in the last stage of obtaining the solution. With all necessary working shown, the student may demonstrate a full understanding of the mathematical processes required and receive all but one of the marks allocated or even full marks. Bald, incorrect answers must, however, receive zero marks.

Thank you for enclosing a copy of each of your books, *Foundation Numeracy K-12* and *2 Unit Maths Dictionary*, which I will pass on to the relevant officers in the Mathematics learning area at the Board of Studies for their information.

NO, YOU DIDN'T !

Yours sincerely

Stewart Crawford

Stewart Crawford
Chief of Staff IMPRESSIVE
For (NO WAY!)
John Aquilina, MP
Minister

ALWAYS EVASIVE ANSWERS !

An employee making the decisions!
(most probably an ex-teacher)

As I said before, "New ideas are lured into a cul–the de–sac and then quietly strangled.

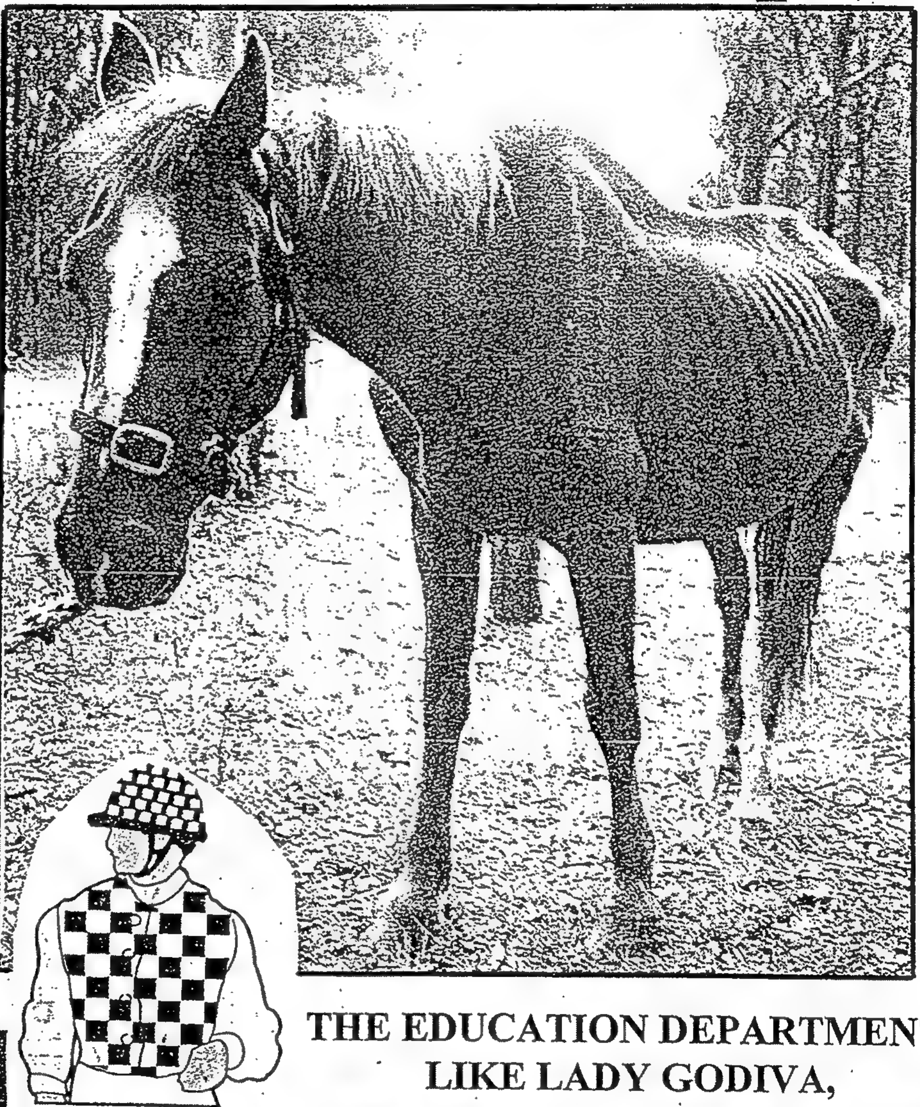
"I have noticed that, with few exceptions, men bungle their affairs. Everywhere I see incompetence ampant, incompetence triumphant". (Raymond Hull; The Peter Principle).
Letters addressed to the Minister don't reach him at all; the Godfather is protected by an army of bodyguards wearing bullet–proof vests with rococheting properties.
Only John Laws can come a bit closer. The situation reminds me of "The Emperor's New Clothes".
The Emperor knew his Ministers were smart men, and they had said they'd seen the cloth.
he Emperor was too proud and vain to admit there was no cloth.
The foolish Emperor went on procession through the streets, and the crowd cheered. They too were afraid to disagree ....as they witnessed the Emperor in no Royal clothes at all.
I am like the little boy that said to his mother,

"Why is the Emperor walking down the street in his underclothes?"

Gambling nation? You bet

Our $60 billion habit beats Americans, Chinese

Melbourne Cup sweep



THE EDUCATION DEPARTMENT,
LIKE LADY GODIVA,

NEW MATHS

PUT EVERYTHING ON THE ONE HORSE

Option Topic

Mathematics of Chance & Gambling

Years 11 & 12

THE OTHER SIDE OF THE EDUCATIONAL COIN: THE EXPLOITATION OF YOUTH

Many would have been better off in the mines or McDonald's than in schools.
There is absolutely no need to spend millions of dollars on setting monotonous exams, ARBITRARILY marking them in order to artificially find out who is capable of going to University, and, finally, by ending the concocted results to the victors and the down-trodden. Moreover, these mysterious marks neither indicate the students' potential nor the teacher's ability.

There is absolutely no need for the H.S.C. exams; schools themselves can do the culling without any expense.
If Universities introduce an entrance exam, the H.S.C. ones would become obsolete.

School away from school where drop-outs can drop in . .

The Shed: life in the underclass

IN THE third part of our investigation of the NSW school system, education columnist MARALYN PARKER examines what's wrong with the School Certificate and HSC exams

AS more children stay in school to Year 12, parents and teachers are increasingly concerned that the HSC and School Certificate have not adapted to their changing needs.

The two exams cater adequately only for the one-third of students who go on to university but neglect the rest, says Ray Cavanagh, vice-president of the NSW Teachers Federation.

"The HSC fails two-thirds of students who stay on at school," he says.

"It satisfies the needs of the universities because it identifies potential university candidates."

Last year, 60,993 students sat for the HSC. This year, the NSW Board of Studies expects more than 62,600 candidates. Only one-third of them will be offered places at university.

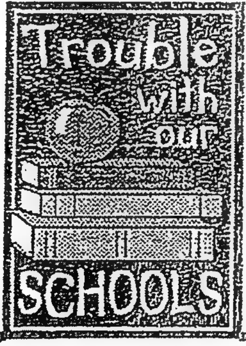
As recently as five years ago, less than half of all students stayed on to Year 12. Most of them went on to university.

Today, about 70 per cent of students stay on to Year 12. Nearly 95 per cent will apply for places through the Universities Admission Centre and receive a TER — Tertiary Entrance Rank.

Bev Baker, the publicity officer for the NSW Parents and Citizens Federation, believes the HSC fails most who do not go on to university because it does not tell employers what the students can do.

"The TER most affects the students who need it least," she said.

"The students who go on to university use it once — to get a place — but the rest have it hanging around their neck for the rest of their lives."



State schools slump

Concern rises on gradings

Today the *Herald* begins a five-part series which highlights what welfare agencies have feared: an "underclass" has arrived in Australia.

The number of children growing up in families where no-one works has now reached 18 per cent.

Unemployment is now reaching into the second and even third generation of families, with many resigned to drawing welfare cheques for the rest of their lives.

Delight, dismay and 'don't care' on post office steps

THE DAILY
Telegraph
Mirror
Monday, September 11, 1995

Protecting our major investment

GOOD WINE NEEDS NO BUSH

When performance is dismally low, PROPAGANDA flourishes.
The ecstatic author of this article, obviously in a state of prophetic inspiration and poetic rapture, desperately tries to get our minds of the raw reality. Education Week statements have the same flavour as New Year's intentions.

This kind of overpowering emotion is usually characterised by loss of self-control and sometimes a temporary loss of consciousness associated with educational mysticism. Unfortunately, it never is "CARPE DIEM", but always "MAÑANA."

Our children, the bright blossoms which flower into the future, are our most delicate, and most profoundly important natural asset. !!! SQUANDERED!

Delicate by virtue of their inexperience and vulnerability to life's shocks; profoundly important because they inherit our hopes for the future. **To our children, we bequeath the duty of protecting and advancing our way of life so that they might enjoy it.** And handing on that bequest conveys on us a crucial responsibility - the responsibility for our children's education. The work we do as parents, as teachers, as role models, as guides and mentors to our children, will determine to a large degree the extent of their success and happiness. Always to same Propaganda
The theme of this year's Education Week - *Values, standards and fair go for all* - is a thought-provoking encapsulation of our shared duty as educators and examples. It may also be considered as a marker point in the community debate about education. For education should be all about standards, standards of attainment, community standards. Teachers and parents must also accept that genuine education is attained only with the establishment of a set of values by which a person may lead a productive and decent life. And all children are entitled to an equal share in such an education. To offer them anything less is not "a fair go for all". In his Education Week message to children, parents and teachers, Education Minister John Aquilina emphasised the Government's determination to give every child the same opportunity to achieve his or her potential, regardless of their geographical or socio-economic circumstances.

Initiatives such as the appointment of more teachers to assist children with learning difficulties, considered changes to assessment procedures, extensive curriculum reform and a sharper focus on early childhood education will add significantly, Mr Aquilina believes, to standards of public education. Parents should understand the spirit of Mr Aquilina's message. The importance of formal schooling in our children's education cannot be overstated, but parents have an equally important role. Invariably, those who see a decline in education standards are the very people who look for a simple answer, the very people who would blame "the schools" for what they see as unsatisfactory educational outcomes. But maintaining educational standards has never been a matter of handing all responsibility for our youngsters' educational welfare to schools. Children whose parents understand the value of learning and of thought do best in school - and in life. Parents who cherish knowledge show their children the best example. This week - Education Week - is an opportunity for parents to join their children in the adventure of learning, to show them they are willing to help.

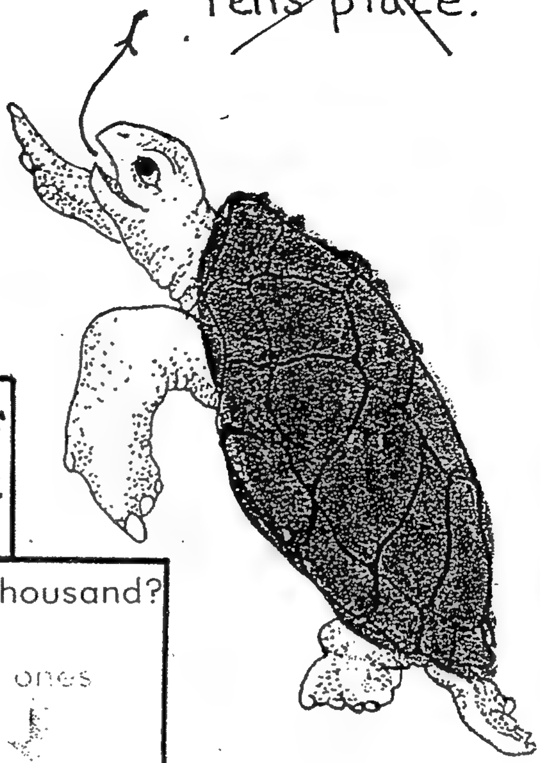
It's an opportunity we must not ignore.

SHORTAGE OF TEACHERS: BRING IN THE TURTLES

Let's Regroup

NEWSPEAK +

OLDSPEAK → Carry the one. ~~to the tens place.~~



Add.

37
+45

Add the ones.

tens	ones
1	
3	7
+4	5
	2

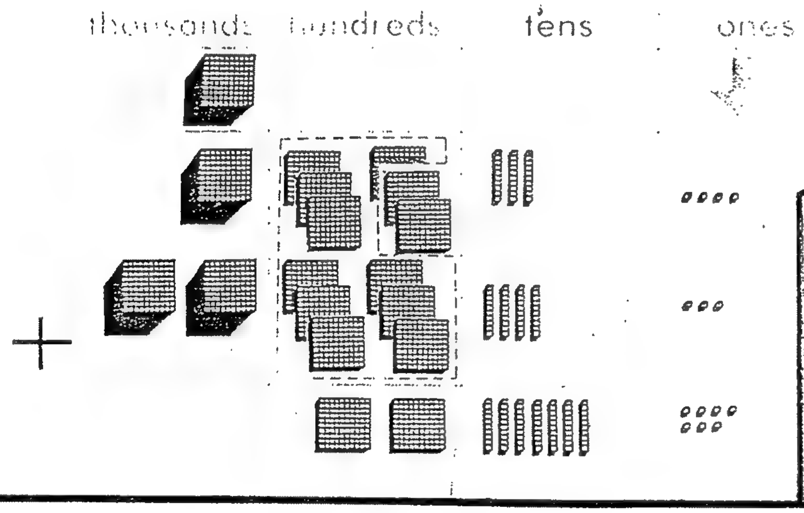
Don't forget to regroup!

POSITIVE MOTIVATION

SKILL: ADDING WITH REGROUPING

PRIMARY ROBOTS NEED TO BE PROGRAMMED, THEY CAN'T SEE

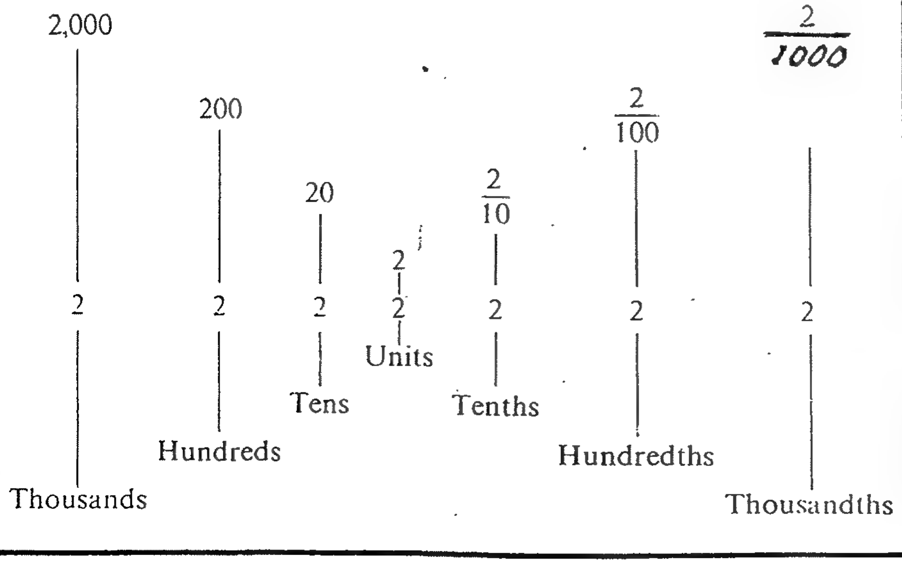
Add. Are there enough hundreds to make a thousand?


thousands
hundreds
tens
ones
+

Example: In the numeral 46 298 375

4 ten millions
46 millions
462 hundred thousands
4 629 ten thousands
46 298 thousands
462 983 hundreds
4 629 837 tens

Study this numeral.


2,000
200
20
2
$\frac{2}{10}$
$\frac{2}{100}$
$\frac{2}{1000}$
2
2
2
2
2
2
2
Thousands
Hundreds
Tens
Units
Tenths
Hundredths
Thousandths

STUNNED MULLETS

THE TYRANNY OF TESTING

Banesh Hoffman

FOREWORD

We should take care not to be terribly surprised at the ease with which self-deception can occur on a national scale.

TELLING INSTEAD OF TEACHING

USELESS

After years of faith in the so-called experiments that proved the validity of the look-and-say method of teaching children how to read, it turns out that the tests were bad and the results naturally worthless.

IT IS HIGH TIME TO ASK WHAT THIS WOULD-BE EXPERIMENTING IN EDUCATION AMOUNTS TO. IT HAS LONG BEEN KNOWN IN INDUSTRY THAT A MERE CHANGE IN THE SURROUNDINGS OF PRODUCTION WILL IMPROVE OUTPUT TEMPORARILY.

IT IS LIKELY THAT MERE CHANGE HAS THE SAME EFFECT IN SCHOOL, AND ALL THAT THE EXPERIMENTS PROVE IS THAT CHILDREN RESPOND TO NOVELTY IN THE NORMAL WAY OF INCREASED INTEREST.

The way in which the manufacturers of tests defend their product takes on a new importance, for it shows that in contemporary societies, the trappings of science are readily used, in good faith, to produce disastrously false results.

THESE RESULTS BECOME THE STOCK-IN-TRADE OF VESTED INTERESTS. WHEN DOUBTS ARE UTTERED, MONEY AND PRESTIGE ARE THREATENED, and indeed all society is shaken, at least in its **EASY ASSUMPTIONS.**

Testing in personal work does something very different from what was generally thought.
Testing in schools does the very opposite of what was hoped, In the one case, the method represses individuality; in the other, it misreads performance.

AMONG THE TESTS THAT ARE UNFAIR, CERTAINLY, ARE THOSE WHICH PENALISE THE FINER MIND AND THOSE WHICH, THROUGH THE FORCEFUL PRESENCE OF WRONG ANSWERS, MAY DIVERT THAT MIND FROM THE ACCURATE KNOWLEDGE IT POSSESSED A MOMENT BEFORE. 6% of an amount is $300 The amount is

a) $18 b) $50 c) $1800 d) $5000

Every citizen and parent should remember the links in this characteristic chain, which begins with method and **ENDS WITH GADGETRY,** whenever proposals come before **BOARDS OF EDUCATION TO SET UP LARGE AND EXPENSIVE SYSTEMS.**

The acts of learning and teaching are more subtle, delicate, elusive, than any method so far found.
The desire to teach great numbers does raise difficulties correspondingly great.

BUT IT IS NO SOLUTION TO DO SOMETHING NEXT DOOR TO WHAT IS WANTED SIMPLY BECAUSE THAT SOMETHING IS EASIER TO DO.

The further argument that essay examinations cannot be graded uniformly, even by the same reader, only shows again the character of mind itself: it is not an object to be weighed or sampled by volume like a peck of potatoes.
A pupil does not really know what he has learnt until he has organised and explained it to someone else. The mere recognition of what is right in some else's wording is only the beginning of awareness of truth.(which Steiner said a hundred years ago) Jacques Barzun, 1962

→ PAGE 25, TOP!

DO-IT-YOURSELF SCHOOLS

TRIVIA FOR HOME WORK

COPIED 'RESEARCH'.
COMPULSORY CHORE.
NO LEARNING.

Year 5/6 Research

Topic 1 Games and Sport

Due Friday Week 4 28/2/97

* Define the following sports terms:

calisthenics coach pivot punt referee volley spare goal

* Write a report on 2 of the following sports:

archery bowling cricket decathlon football gymnastics rugby skate boarding soccer surfing table tennis tennis swimming

* Pretend you are a sports writer for Inside Sport. Write a story about a sports event that takes place during the year eg. Test match, football final, or a local event such as Little Athletics.

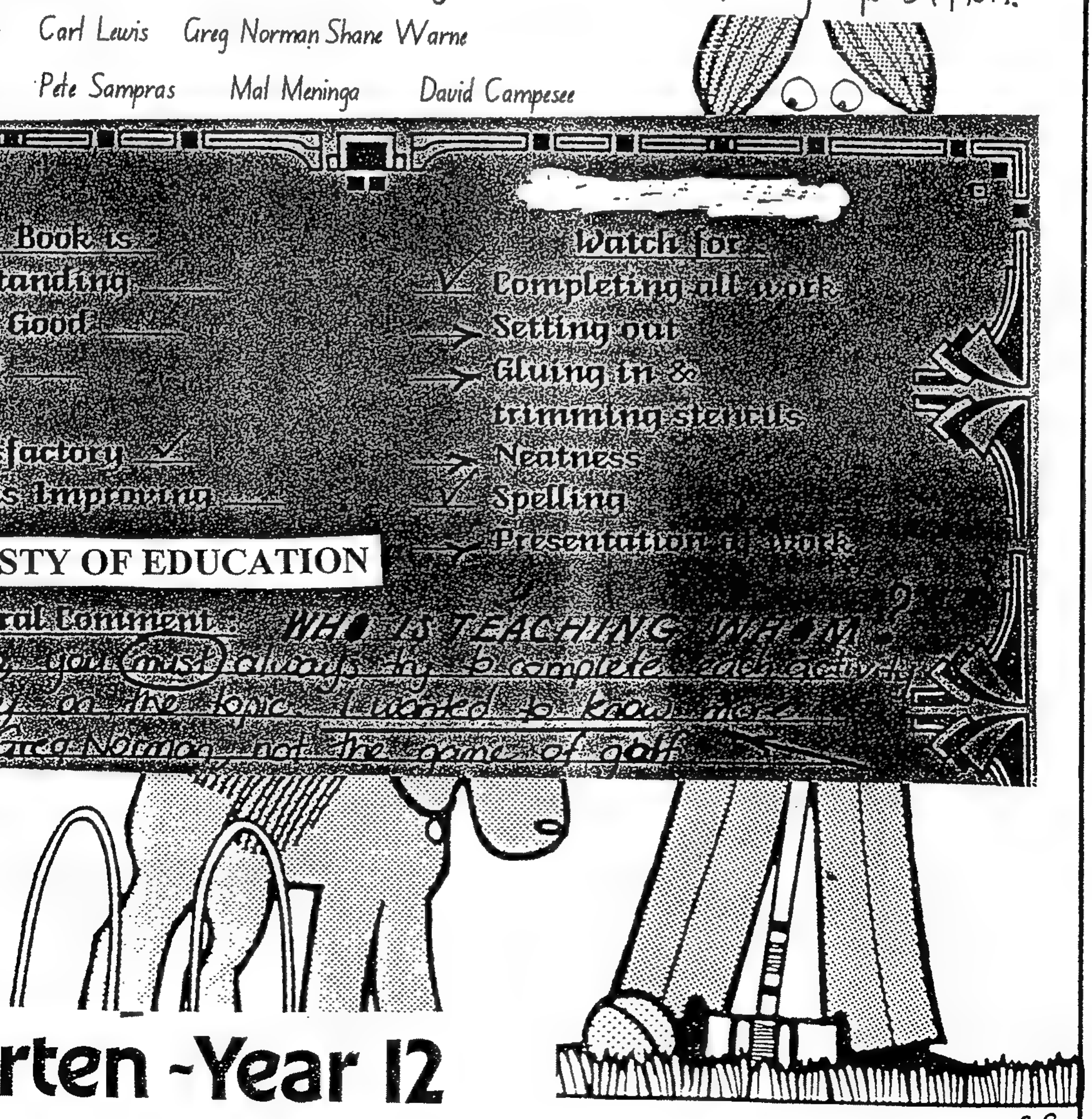
* Write a report on one famous person from this list:

Michael Jordan Carl Lewis Greg Norman Shane Warne
Dawn Fraser Pete Sampras Mal Meninga David Campesee

The basics strokes used in tennis are the forehand and the back-hand. A forehand drive is one in which the ball is met on the racket-hand side of the body, whereas the more difficult backhand stroke entails extending the racket hand across the body, which is turned partly away to be in ready position.

What else? 5/10
CAN YOU EXPECT

ADORATION
THE
AGI!



[redacted]

Your Book is
Outstanding
Very Good
Good
Satisfactory ✓
Needs Improving

Watch for
✓ Completing all work
→ Setting out
→ Gluing in & trimming stencils
→ Neatness
✓ Spelling
→ Presentation of work

THE TRAVESTY OF EDUCATION

WHO IS TEACHING WHOM?

General Comment [redacted] you must always try to complete each activity and stay on the topic. I wanted to know more about Greg Norman not the game of golf.

OSTLY
NSENSE

indergarten -Year 12

QUI DOCET DISCIT

The Federation motto ('Who teaches, learns')

This course introduces junior secondary students to the need for "independent study sessions" in addition to their normal homework assignments. It explains the essential elements needed for a successful study programme.
It motivates students to improve the efficiency of their study methods and promotes positive attitudes towards study and tests/exams.

PART 1 - BECOMING A WELL-ORGANISED STUDENT

* Developing listening/note-taking skills in the classroom
* Defining "study"
* Acquiring a positive attitude to study
* Formulating your own study goals
* Dividing study time
* Constructing study timetables

HOPE AND GLORY

PART 2 - THE ELEMENTS OF A SUCCESSFUL STUDY SESSION

* The physical conditions for effective study
* Maintaining interest/coping with boredom
* The importance of regular study routines
* Reviewing the day's schoolwork
* Getting the most from your textbook reading
* Making effective notes from your textbooks

THE GOLDEN EGGS

PART 3 - IMPROVING MEMORY & EXAM TECHNIQUES

THE TYRANNY OF TESTING

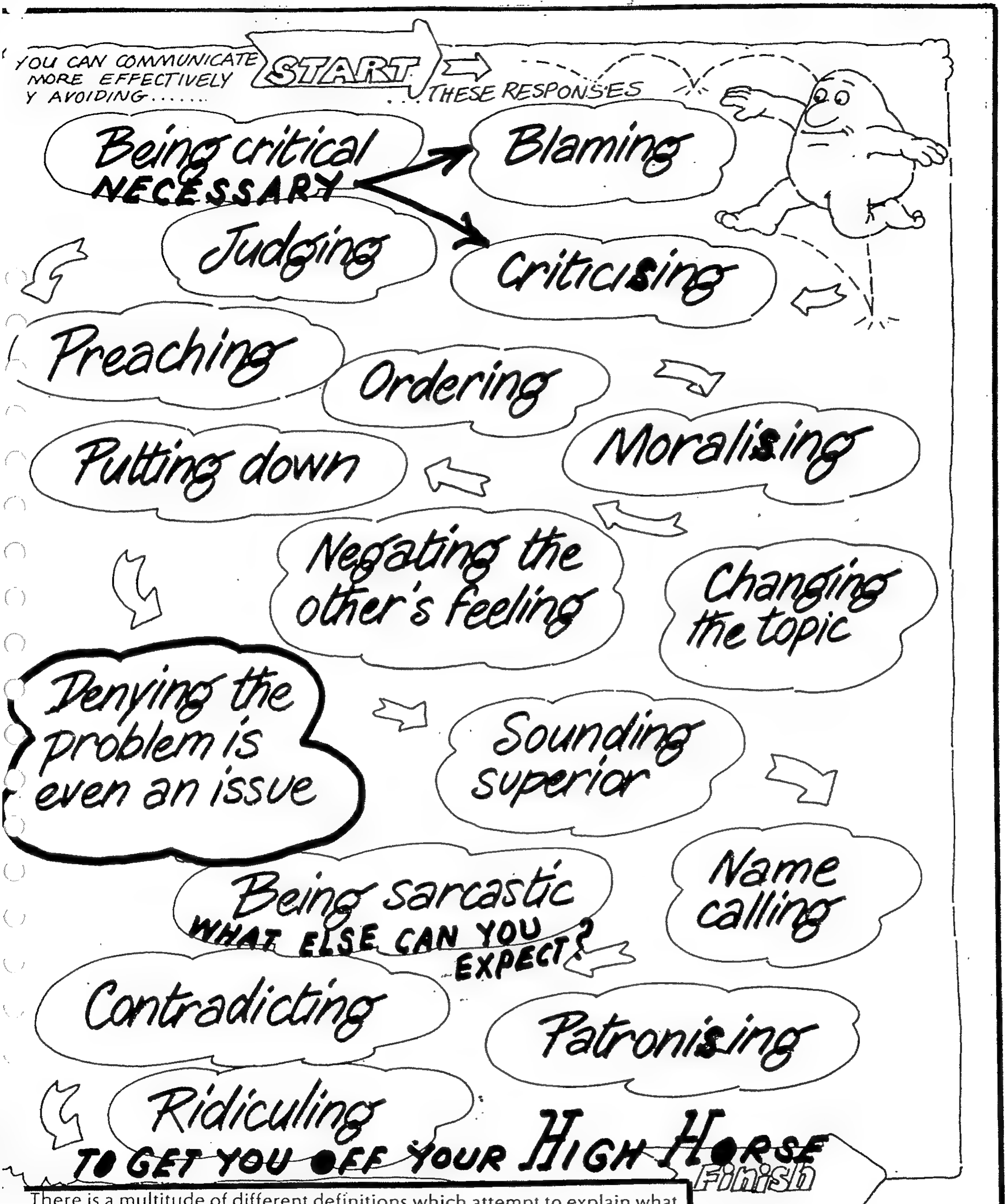
* Developing a better memory
* Learning from mistakes
* Final revision before exams
* Overcoming nervousness → PANADOL
* Correctly interpreting exam questions
* A systematic approach to multiple choice tests: DO YOUR QUESTION IGNORE ANSWERS
* Planning essay answers

All students actively participate in this course. Their workbook then becomes a comprehensive reference document for future use. Class size-maximum 20.

AS ALWAYS: IT'S IN THE BOOK (INTERNET), NOT IN THE HEAD.

WHAT IS COMMUNICATION?

A LOST ART


YOU CAN COMMUNICATE MORE EFFECTIVELY Y AVOIDING.......
START
THESE RESPONSES
Being critical
NECESSARY
Blaming
Judging
Criticising
Preaching
Ordering
Moralising
Putting down
Negating the other's feeling
Changing the topic
Denying the problem is even an issue
Sounding superior
Name calling
Being sarcastic
WHAT ELSE CAN YOU EXPECT?
Contradicting
Patronising
Ridiculing
TO GET YOU OFF YOUR HIGH HORSE
Finish

There is a multitude of different definitions which attempt to explain what communication is. One book: "The Functions of Human Communication—A Theoretical Approach", lists over one hundred and twenty-five!

LISTING 348.

Definitions can be complex: BACK TO ADAM & EVE

> *"Communication is symbolic behaviour that occurs between two or more participating individuals. It has the characteristics of being a process, it is transactional in nature and it is affective. It is a purposive goal-directed behaviour that can have instrumental or consummatory ends."**

or they can appear to be quite simple:

> *"Human communication has occurred when a human being responds to a symbol."**

INSTEAD OF SHOWING.

DON'T GO TO SCHOOL;

USE INTERNET!

Abolish
Tests and Reports

- **Tests are discriminatory**!
  They should only be used-without marking them-to give teachers an indication of his own performance and be used to prepare follow-up lessons.
  In the New Millennium School, students decide what they want to be tested on; marks are replaced by a level of achievement.
  Example for Equations: 5/18 which means that the student was able to solve the first 5 of the graded total of 18.
  At any time, students should be given the opportunity to score better. Reports should be replaced by a record of achievement for the 12-year period.
- **Reports are discriminatory** because they indicate the performance of students without taking into account the teacher's competence which includes their personal relationship.
  Some private schools use a set of more than a hundred ways of classifying a student which is of course utterly ridiculous.

KINDER GARTEN.

Dear Mr & Mrs . , **OVER THE TOP**

is a very enthusiastic student who has continued to display a happy & confident manner in all areas of kindergarten life. She is always cooperative & courteous. She has been an absolute joy to guide during 1994.

In Religion , always responds naturally to prayer & school liturgies. She understands that God loves her, that sh is special & can do many things & that God's world is beauti She has a very caring nature.

In Mathematics . . . is beginning to understand surface area & she can discuss symmetry; she can discuss, compare & understand pictorial graphs; she can use & understand the terms "daytime & night-time" & sequence events within one day. She confuses "today & tomorrow" & she needs
! revision in stating the days of the week. She can count confidently by 1's to 29. She needs to count more at home. She needs to revise counting backwards from 10 & by 10's to 100. She now knows all the numerals from 1-9 but she is very hesitant with 10 onwards. She can use the dice to write & solve her own number stories but she cannot always fully describe with understanding what s is doing. She is now exploring the meaning of subtractio through the use of concrete materials. She has made slow prog

In English can recognise & hear all the sounds She is beginning to blend sounds to form simple words; eg: "cat; hut; web." Her diary stories have progressed & sometimes have true meaning. She can use a sentence maker to construct her own stories & she ca read these. She is not as yet; demonstrating that she understands the meaning of print; she is still at a pre-reading level. I would like this to be monitored in 1995 as she may need extra assistance with reading. !!

During Semester 2 it has been noted that has displayed the ability to:-

* understand that the Church's mission began at Pentecost
* understand that Baptism, Eucharist and Confirmation are Sacraments of initiation
* understand that in Sacraments of initiation one commits themselves to Jesus
* understand that they can choose to serve others
* understand that there are different lifestyles to be found within the Christian Vocation
* interpret newspaper reports more perceptively
* report events creatively
* write headlines
* express opinions
* proofread a piece of writing
* draw cartoons and illustrations
* ask questions
* make comparisons
* write a recount
* write a news article from a narrative
* begin to organise problems solving in a more systematic manner
* to begin to take risks when solving problems
* improve in confidence when solving problems
* work independently
* contribute to class discussion
* locate main idea using notes
* strengthen information intake skills
* begin to work independently
* usually contribute to class discussions

SICK!

* explain the features of different landforms
* make a model of a particular landform
* initiate and preserve with activities to their completion ie.design and make task
* think and acts creatively
* become less cautious about her artwork
* show originality
* develop good design skills
* have good sense of colour, balance, texture, tone
* participate in oral class reading of Italian texts

Areas for further development include:

after all this

you have made sound progress this year due to your hard work and determination. You have attempted all tasks and have asked for help when you needed. You have improved your writing skills, in the areas of spelling, grammar and organisation of thoughts in logical sequence. I would encourage you to continue to work consistently on your reading and writing in order to continue the progress you have achieved so far. In Mathematics you have understood most of the concepts presented and next year as these are revised and developed you will understand them even better if you continue to seek help and do your best.

THE EVOLUTION IN WRITING REPORTS

Fifty years ago, in Holland, only marks from one to ten were given so that parents knew exactly how their children were coping.

At present, as a result of disastrous methods, non-teaching and dismal results, parents are mesmerised by an increasing amount of deceiving bullshit in order to stave off a highly needed revolt.

SECONDARY SCHOOL STUDIES

1. **High School Matriculation Certificate** 1947
Mathematics 7, Physics 7, Chemistry 7, Biology 7, Social Studies 6,
Geography 7, History 7, Dutch 5, French 6, English 6, German 6, Art 7,
Technical Drawing 6, Physical Education 9.

Tertiary Studies

2. **Certificate of Ability (Nautical College)** 1949
Seamanship 8, Navigation 8, Mathematics 9, Astronomy-Geography
Meteorology 8, Physics 8, Engineering 7, Dutch 8, English 7, Law 7,
Practical Subjects 8.

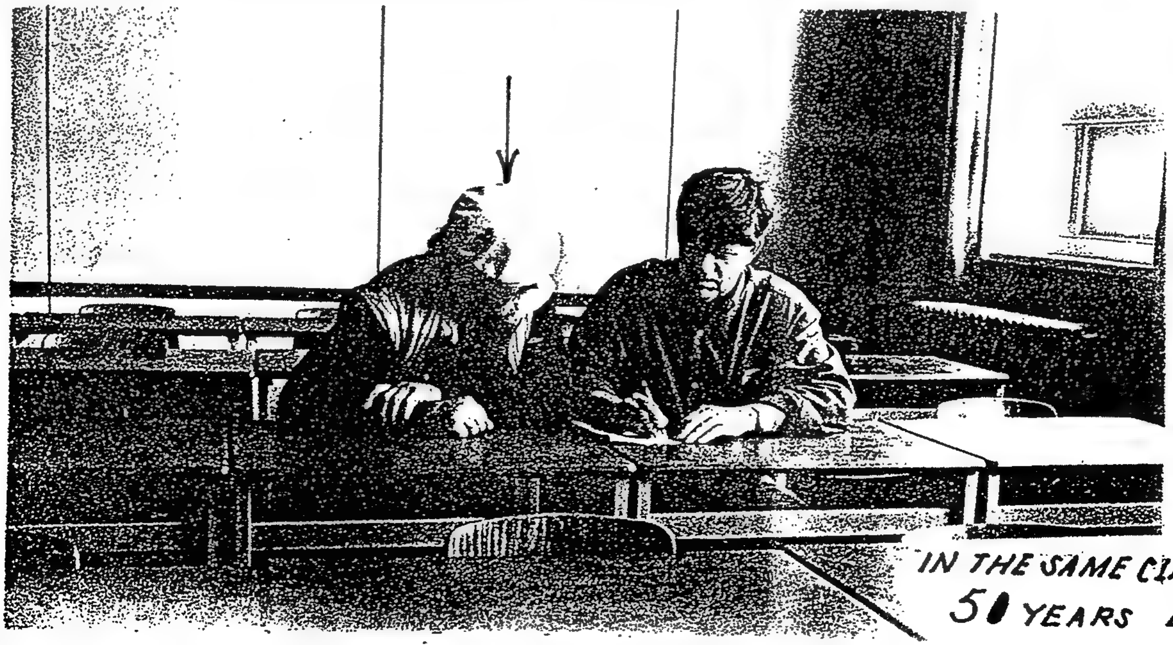
3. **Diploma Third Mate Sea Going Trade** 1951
Navigation 8, Mathematics 8, Dutch 7, Geography 6, English 6, Physics 7,
Engineering 6, Law 6, First Aid 6, Seamanship 7.

4. **Diploma Second Mate Sea Going Trade** 1954
Navigation 7, English 6, Physics 6, Engineering 7, Law 7, First Aid 6, Seamanship 8.

5. **Diploma Spanish Commercial Correspondence** 1954
Letters 8, Translation Dutch-Spanish 7, Spanish-Dutch 7, Dictation 10.

6. **Diploma French Commercial Correspondence** 1958
Letters 8, Translation Dutch-French 10, French-Dutch 9,Dictation 10.

7. **Diploma English Commercial Correspondence** 1961
Letters 7, Translation Dutch-English 8, English-Dutch 7, Dictation 7, Dictation 7.



42

IN THE SAME CLASSROOM
50 YEARS LATER.

24 Mar 98

HOW TO CLASSIFY ROBOTS

Marks comments for reports report
↑ ↑ ?

MORE ADMINISTRATION THAN TEACHING

Key	Title	Comment
8102	MATHEMATICS	I am impressed with @N@'s improved commitment to Mathematics . Unfortunately, @T@ has contiued to struggle at this level
8103	MATHEMATICS	@U@ must ask more questions when having difficulties grasping concepts, and spend more time on exam preparation.
8104	MATHEMATICS	has allowed @O@ results to slide a little this term. @U@ certainly has much more potential than this result indicates
8105	MATHEMATICS	is a capable mathematician, at this level, and needs to set high goals for himself
8106	MATHEMATICS	These results reflect a sound understanding of the mathematical concepts presented
8107	MATHEMATICS	is a capable mathematician at this level and should set high goals for himself
8108	MATHEMATICS	@N@ has done well on all fronts and must be commended for @O@ enthusiasm. @H@ exam answers show
8109	MATHEMATICS	@N@ is a committed mathematician, but @O@ results are a little disappointing. His examination exhibited far too many
8110	MATHEMATICS	This reflects a lack of thorough preparation - more application is required
8111	MATHEMATICS	certainly concentrates in class and applies himself fully to all assigned tasks, yet more time is required with exam
8113	MATHEMATICS	@N@ should be a little disappointed with this result. @U@ is a far better mathematician than this result suggests
8114	MATHEMATICS	@N@ needs to spend more time reading the question to ascertain the method required to solve it. I am sure @T@ will
8115	MATHEMATICS	@N@ has been a co-operative member of the class and has worked consistently.. However, under exam conditions
8116	MATHEMATICS	needs to put further effort into specific preparation for exams
8117	MATHEMATICS	has worked efficiently and conscientiously throughout the semester. I am impressed with his overall work ethic
8118	MATHEMATICS	has certainly acquired a thorough understanding of the concepts presented and laid a solid foundation on which to
8119	MATHEMATICS	exam answers show the odd mechanical error, but @O@ grasp is firm and @O@ understanding is clear
8120	MATHEMATICS	It is pleasing to note that @N@ has decided to work a little harder this term to achieve results which are commensurate
8121	MATHEMATICS	I trust @N@ will continue to make the most of @O@ ability
8122	MATHEMATICS	Unfortunately, @N@ has not applied himself to a regular study programme and thus has suffered accordingly
8123	MATHEMATICS	is easily distracted and at times slow to get down to the task at hand. Greater application is required
8124	MATHEMATICS	has done well on all fronts and must be commended for @O@ enthusiasm
8125	MATHEMATICS	comes to class consistently prepared and always asks appropriate questions and invariably answers the more difficult
8126	MATHEMATICS	is to be congratulated on @O@ efforts this semester
8127	MATHEMATICS	At times, @N@ is a little careless and rushes @O@ work, resulting in silly mistakes. More care is needed
8128	MATHEMATICS	must devote many hours to regular study routine if @T@ wishes to achieve the results of which @T@ is capable
8129	MATHEMATICS	must improve @O@ study routine if @T@ is ever going to produe a result commensurate with his ability
8130	MATHEMATICS	has tried quite hard throughout the semester
8131	MATHEMATICS	However, I feel @N@ does not understand some of the concepts and should be seeking more assistance when clarification is

123 TO CHOOSE FROM!

(SAMPLE ONLY)

SINCE TEACHERS CAN'T EVEN VISUALISE THEIR STUDENTS ANY LONGER, THEY MATCH THIS CRAP WITH PHOTOGRAPHS!

Abolish homework

including assignments

- Schools have no jurisdiction outside the school grounds.

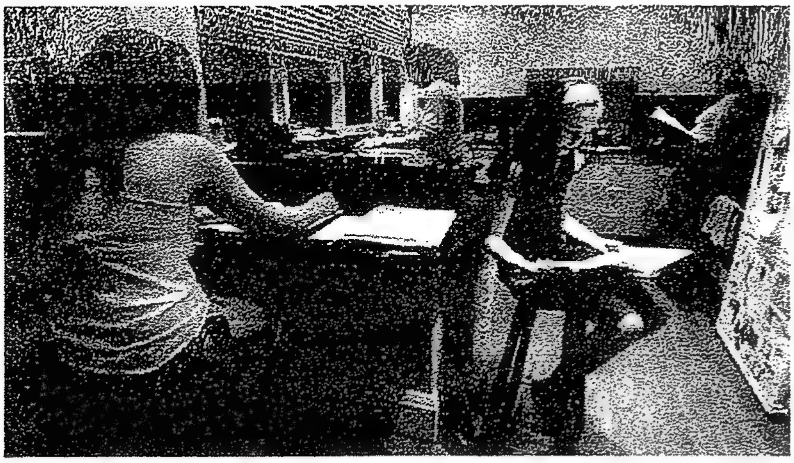
- Being taught is compulsory; telling students to teach themselves is a contradiction.

- Homework has always been a chore with nagging parents; not very conducive to learning.

- Travelling to and from school, domestic chores, sport or some leisure time should be taken into account.

- **All work (including studying) should be done at school.**
  The necessary time could be made available by keeping students longer in school, by shortening the holidays and by **abolishing** time-wasting activities like pupil-free days, work experience or walking the streets one afternoon because that has nothing to do with physical fitness and losing weight!

Stop doing the homework, overzealous parents warned



Homework time ... the Della Marta girls are allowed to study without too much intervention from their mother, Merrion, who says, "I see all this pushing, pushing."
Photo: *Kate Geraghty*

Adele Horin and Anna Patty
September 23, 2006

AS EXAM season looms, parents risk damaging their children and robbing their self-esteem by rewriting their essays or trying t do their study for them, education experts have warned.

Some Sydney schools are sending notes home to warn parents off their children's homework, and at least one high school is requiring students to complete assignments in class time, to ensure they are doing their own work.

Parents who rewrite the history essay, polish the English assignment, and say "We got a good mark for science," are in danger of undermining their children's confidence and causing long-term psychological problems, child psychologists warn.

"Unless the children are geniuses, their work is hardly ever going to be as good as an educated parent's, and so they grow up feeling whatever they produce is never going to hit the mark," said Beverley Thirkell, an educational psychologist on the northern beaches.

In a highly competitive world, the rise of the overinvolved "parachute" parent who rescues their children from difficulties is receiving widespread attention in Australia, Britain and the US.

"The message parents send when they do the work for their kids is, 'You can't do it well enough, I'll do it for you,' " said Elbie Van Coller, a school counsellor on the North Shore. "It's producing some very anxious children."

Psychologists say they are seeing many troubled young people from middle-class homes who feel they can never be "good enough".

In *The Price of Privilege*, a new book just out in the US, the psychologist Madeline Levine claims children from affluent middle-class homes are three times more likely than other children to suffer depression and anxiety in later life.

Parents are increasingly worried about their children's future and exert, however subtly, pressure to excel, she says. The more scared the parents, the more controlling they become. Many end up giving more than a helping hand in homework to ensure their child's mark is high enough. "While demands for outstanding academic or extracurricular performance are very high, expectations about family responsibilities are amazingly low," Dr Levine said. "This kind of imbalance in expectations results in kids who regularly expect others to 'take up the slack', rather than learning how to prioritise tasks or how to manage time."

A spokesman for the NSW Department of Education said some schools reinforced their home study policy with formal advice to parents, discouraging them from doing their children's homework.

MENTAL GENOCIDE

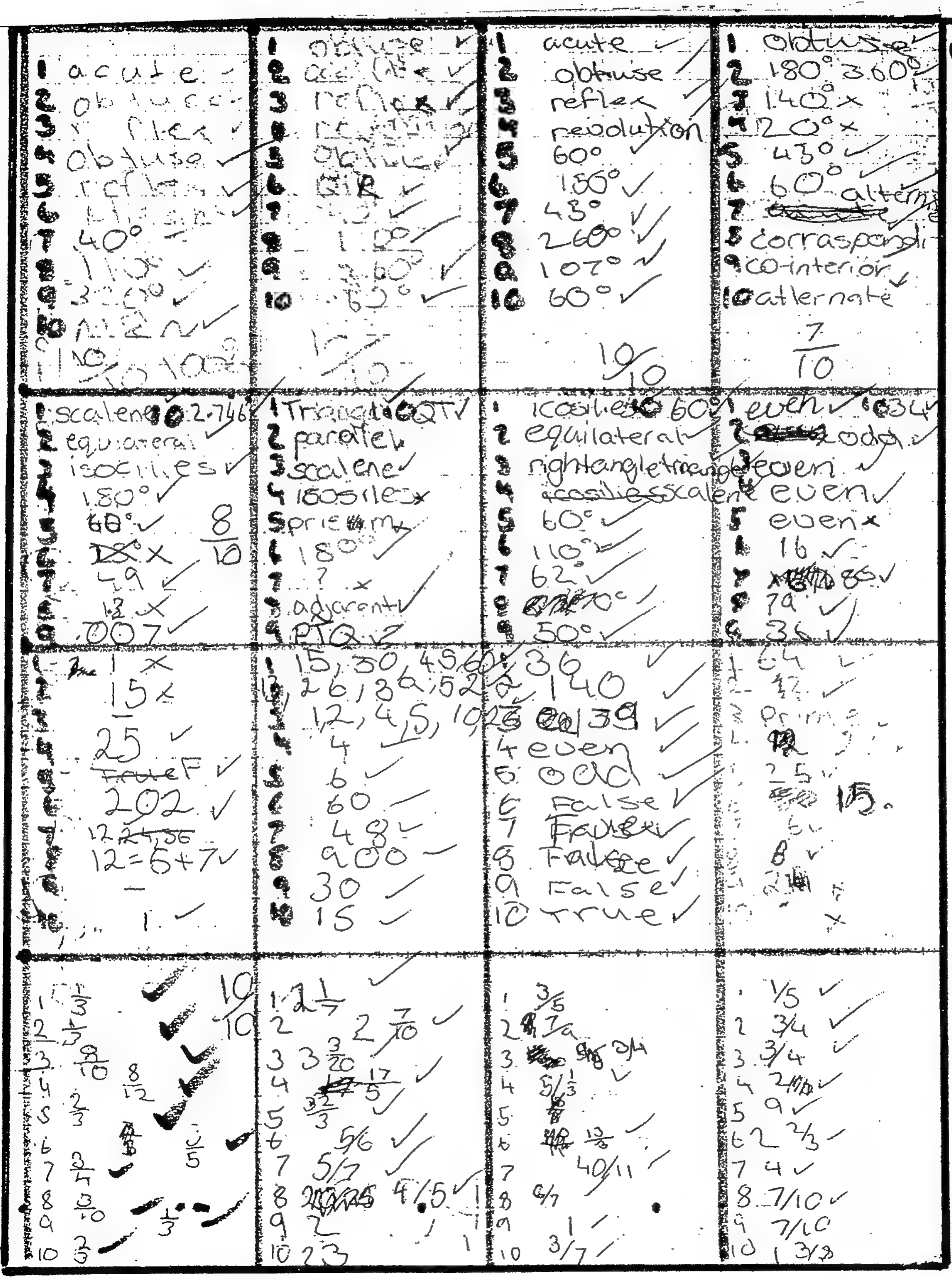
- The following **commercial atrocities** (Spiral Curriculum) show clearly that teachers don't teach any longer, they only give instructions and tell students and parents what to do.

- **Lessons are like puzzles**; they invariably involve wasting time as well as making mistakes either because of ignorance or boredom. However, the stupid, static cartoons can never compete with the dazzling and therefore mesmerising circus on T.V.

- Basic skills tests are like IQ tests because statistics are more important than children apparently.

- When one watches the following pages, all one sees is **chaos**; it has nothing to do with Literacy or Numeracy! The damage done is beyond comprehension.
- **Any person not shocked by this alarming report are hypocrites, ignorant, cowards or idiots who invented the crap!**

WORK LOAD: IF WE DID THIS TO ANIMALS, THE RSPCA WOULD STEP IN!



1 acute 2 obtuse 3 reflex 4 obtuse 5 reflex 6 [illegible] 7 40° 8 110° 9 320° 10 [illegible] 10/10	1 obtuse 2 acute 3 reflex × 4 [illegible] 5 obtuse 6 GIR 7 [illegible] 8 120° 9 260° 10 65° 10/10	1 acute 2 obtuse 3 reflex 4 revolution 5 60° 6 150° 7 43° 8 260° 9 107° 10 60° 10/10	1 obtuse 2 180° 360° 3 140° × 4 120° × 5 43° 6 60° alternate 7 [illegible] 8 corraspondi 9 co-interior 10 atlernate 7/10
1 scalene 02.746 2 equilateral 3 isocilles 4 180° 5 60° 6 ~~18~~° × 7 49 8 1.2 × 9 .007 8/10	1 Triangle OQT 2 parallel 3 scalene 4 isosiles × 5 priesm × 6 180° 7 ? × 8 adjacent 9 PTQ	1 icosiles 60° 2 equilateral 3 rightangletriangle 4 ~~icosilies~~ scalene 5 60° 6 110° 7 62° 8 [illegible]70° 9 50°	1 even 634 2 odd 3 even 4 even 5 even × 6 16 7 86 8 79 9 36
1 1 × 2 15 × 3 25 4 ~~True~~ F 5 202 6 12, ~~24, 36~~ 7 12 = 5 + 7 8 — 10 1	1 15, 30, 45, 60 2 26, 39, 52 3 1, 2, 4, 5, 10, 20 4 4 5 6 6 60 7 48 8 900 9 30 10 15	1 36 2 140 3 39 4 even 5 odd 6 False 7 False 8 False 9 False 10 True	1 64 2 [illegible] 3 Prime 4 [illegible] 5 25 6 15 7 [illegible] 8 8 9 [illegible] 10 ×
1 1/3 2 1/3 3 8/10 8/12 4 2/3 5 [illegible] 6 3/5 7 3/4 8 3/10 9 1/3 10 2/3 10/10	1 2 1/7 2 2 7/10 3 3 3/20 4 17/5 5 32/3 6 5/6 7 5/7 8 4/5 9 2 10 2 3	1 3/5 2 1/9 3 3/4 4 5 1/3 5 [illegible] 6 13/3 7 40/11 8 6/7 9 1 10 3/7	1 1/5 2 3/4 3 3/4 4 2 1/10 5 9 6 2 2/3 7 4 8 7/10 9 7/10 10 1 3/8

AND WHAT ABOUT THAT NECESSARY WORKING?

160 SUMS ON ONE PAGE BECAUSE THEY **MUST** USE THE SQUARES.

PROCESSED GARBAGE.

TO KEEP THE KIDS QUIET.

THE TRAVESTY OF EDUCATION

COMPULSORY DISCOVERY

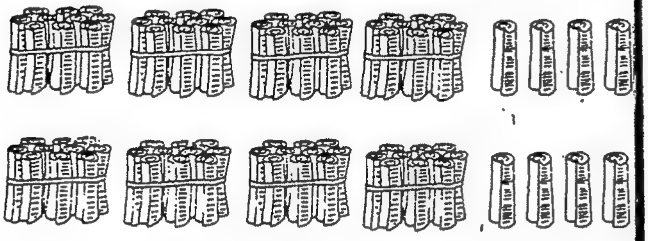
15 worms on page 24 and 10 went to sleep.
Write the number fact like this.

$$\begin{array}{r} 15 \\ -\;10 \\ \hline 5 \end{array}$$

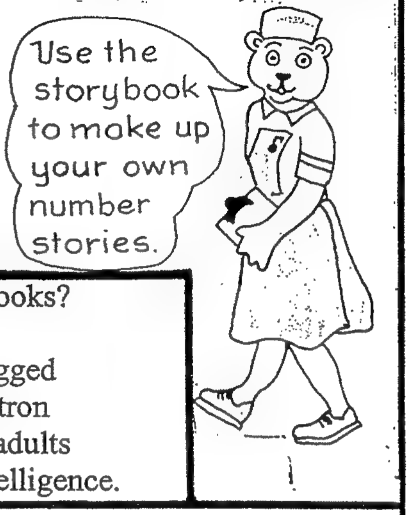
Say the number. Write how many tens and ones.
Loop tens and ones to match.

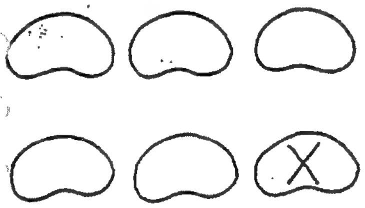
thirty-six

_____ tens _____ ones



Always speak to the child some years ahead. Do not the men of genius speak to us centuries ahead in books? (Steiner)
The use of a bare-legged and bear-headed matron shows clearly what adults think of a child's intelligence.


Use the storybook to make up your own number stories.



Start with _____ 1.

take away _____

_____ − _____ is the same number as _____

2.

7 − 1 is equal to 6

3. FINALLY

$7 - 1 = 6$

SEVEN − ONE'S SIX

If you have to say this the COMPULSORY WAY, it sounds like a schoolbus on four flat tyres going over pedestrian humps

FLUENCY

Actually, there is no need to say anything; eyes and pen do the work.

This retarded method is like the whole-word method for teaching reading: each word is an individual: the outer expression of an inner desire

My students work with the MASTER KEY:

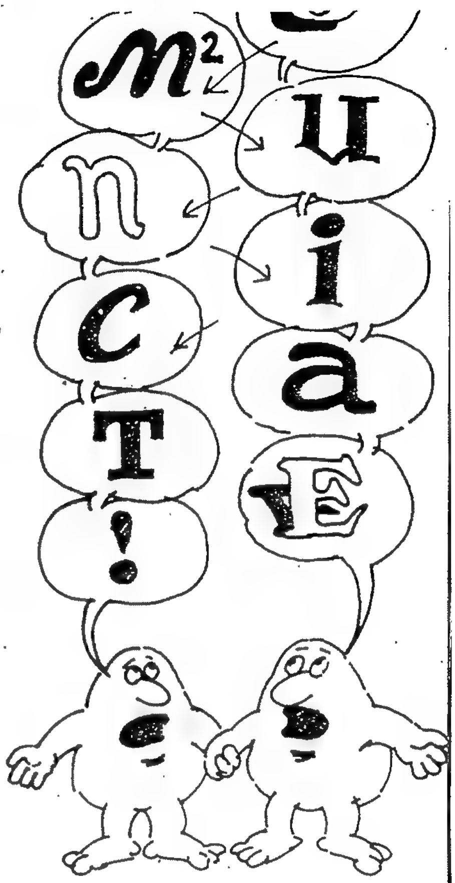
If you take 1 from a number, you get the number before: 15-1, 36-1, 1223-1

THE TRAVESTY OF EDUCATION
ORWELL'S ANIMAL FARM

1. Wind Choose one of the following to research
 * Make a wind instrument to show the direction of the wind.
 * What are the "Roaring Forties" ? Where are they and why did explorers use them ?
 * Cyclones - What is a cyclone ?
 How do we know a cyclone is coming ?
 What precautions should we take ?

2. Rain
Draw a map of Australia showing areas of rainfall.
What causes thunder and lightning ?
How can lightning be dangerous ? How can you protect yourself ?
Design an experiment to show static electricity.

3. Clouds
 * Find out where clouds come from (how they are formed)
 * Classify the types of clouds and write a brief description and a picture of each. ? ←
 * Keep a cloud watch for a week. Relate your cloud cover to the type of weather experienced each day, explain changes in the weather and why it happens.
 * Find out why the sky is blue.



Due Date : Monday 8th September, 1997

* All experiments must be bought to school explained and shown to the class.
* Presentation will be marked out of 10.
* Final marks will go towards your end of year result. THE BIG THREAT!

Mark 65 % Weather Research

	Excellent	Good	Satisfactory	Needs Improving
Diagrams		✓		
Research			✓	
Spelling		✓		
Presentation		✓		

Personal

HOW DO WE COMMUNICATE?

Comment some good work, especially on thunder and lightning, but you needed more information on how to protect yourself Signed

Thus, for communication to take place, it is necessary to have:

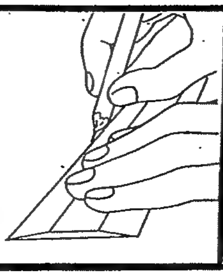
- a sender;
- a message;
- a receiver;
- a medium which both sender and receiver understand;

Development

OR STUNTED GROWTH?

Correct use of a ruler.

The figure on the right shows the correct way to hold the pencil and ruler. The fingers of the left hand are placed evenly on each side of the centre of the ruler. The pencil is held in the right hand with the point against the edge of the ruler and the top leaning a little towards the right. The pencil is moved from left to right to draw the line.



Reading and writing decimals

0·37 is read as either
'37 hundredths', or
'3 tenths and 7 hundredths'.

•37 POINT THREE SEVEN

SENIOR: Rational Numbers

Building frames from rigid strips joined by single pivots.

The child may discover that

a triangular frame is rigid, and
a four-sided frame with no diagonal is not rigid.

The introduction of a diagonal strip into a four-sided frame makes it rigid.

The terms *parallelogram* and *rhombus* may be introduced for the figures obtained when a rectangle and a square are distorted.

When two fractions have the same numerator, the fraction with the smaller denominator names the larger rational number.

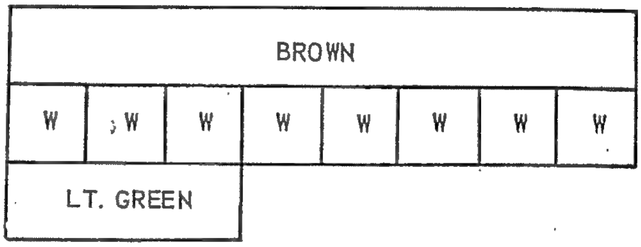
A fraction equivalent to a given fraction can be obtained by

multiplying the numerator and denominator by the same counting number, or
dividing the numerator and denominator by a common factor.

A fraction may be used to indicate division of two counting numbers, the dividend becoming the numerator and the divisor the denominator.

either divisor or dividend is a whole number;

$\frac{3}{4} \div 2 = \frac{3}{4} \div \frac{2}{1}$
$= \frac{3}{4} \div \frac{8}{4}$
$= 3 \div 8$
$= \frac{3}{8}$



$2 \div \frac{3}{4} = \frac{2}{1} \div \frac{3}{4}$
$= \frac{8}{4} \div \frac{3}{4}$
$= 8 \div 3$
$= \frac{8}{3}$

If the white rod is called $\frac{1}{4}$, the brown rod becomes $\frac{8}{4}$ and the light green rod $\frac{3}{4}$.

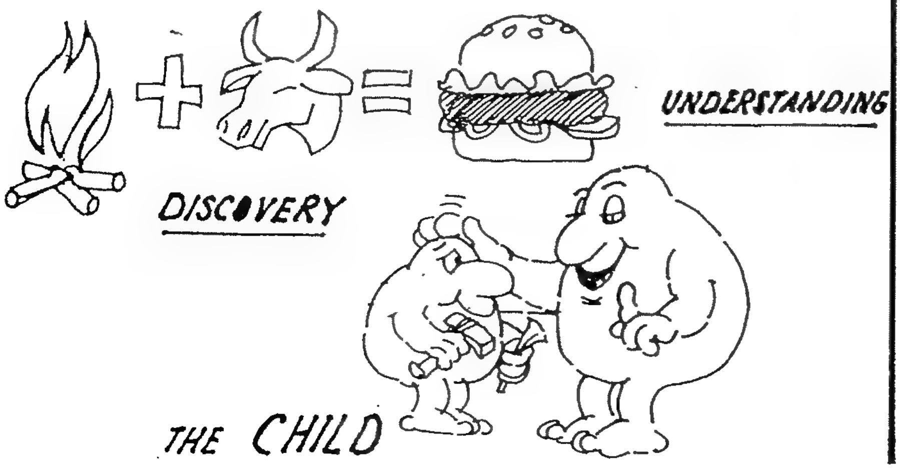
The two questions then become,

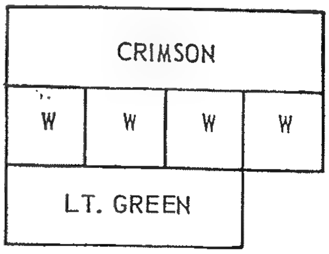
'What part of the brown rod equals the light-green rod?' and

'What part of the light-green rod equals the brown rod?'

These questions correspond respectively to $3 \div 8$ and $8 \div 3$.

ability to communicate and to form lasting, satisfying relationships





the divisor and dividend are not whole numbers.

$\frac{1}{2} \div \frac{2}{3} = \frac{3}{6} \div \frac{4}{6}$

Discovering fractions

Vhat fraction of your fingers s on your left hand?

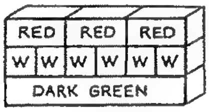
low many articles of clothing ire you wearing? What fraction of these is your shirt?

CREATIVE MATHS

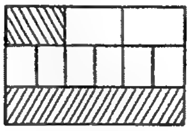
Write the name of your street.
What fraction of the letters is vowels?
What fraction of the letters is consonants?
Is the fraction of vowels in the name of your street greater than the fraction of consonants?

Equivalent Fractions

Build this mat of rods.



Study this diagram.



When dark green represents a value of 1, white will represent $\frac{1}{6}$ and red, $\frac{1}{3}$.

$$\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$$

ractions—Lowest Terms

That fraction of the set of equivalent fractions which has the smallest possible umerator and denominator is said to be a fraction expressed in its lowest terms.

SWALLOW WHOLE

Study this table:

$$\frac{10}{15} = \frac{2}{3} \qquad \frac{8}{12} = \frac{2}{3} \qquad \frac{6}{9} = \frac{2}{3} \qquad \frac{4}{6} = \frac{2}{3}$$

$$\frac{10 \div 5}{15 \div 5} = \frac{2}{3} \qquad \frac{8 \div 4}{12 \div 4} = \frac{2}{3} \qquad \frac{6 \div 3}{9 \div 3} = \frac{2}{3} \qquad \frac{4 \div 2}{6 \div 2} = \frac{2}{3}$$

What rule does this table suggest to you? ....

COMPULSORY DISCOVERY

RULES AND REGULATIONS WITHOUT FOUNDATIONS

xpress the following mixed numerals as improper fractions;

or example,

$$2\frac{1}{4} = \frac{2}{1} + \frac{1}{4} = \frac{8}{4} + \frac{1}{4} = \frac{9}{4}$$

BARK RECIPE

TIMES. PLUS

$$2\frac{1}{4} = \frac{9}{4}$$

TELLING INSTEAD OF SHOWING

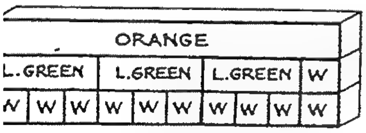
YR. 8 SHOW WORKING!

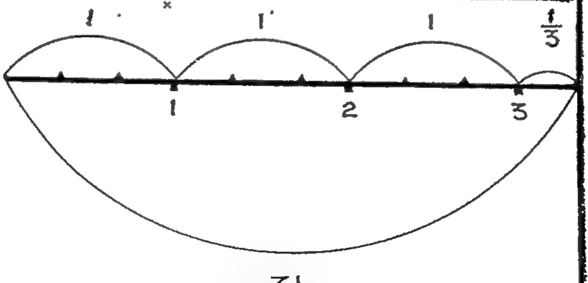
$$2\tfrac{2}{5} = 2\frac{2}{5} = \frac{2 \times 5 + 2}{5} = \frac{10 + 2}{5} = \frac{12}{5}$$

Mixed Numerals

Study this diagram.

Prepare this pattern of rods.





$3\frac{1}{3}$

Call Light Green 1

White $= \frac{1}{3}$ Light Green

Orange $= 3\frac{1}{3}$ Light Green

$= 3$ Light Green $+ \frac{1}{3}$ Light Green

$= 3 \qquad + \frac{1}{3}$

$= 3\frac{1}{3}$

$3\frac{1}{3}$ is called a mixed numeral

$3 + \frac{1}{3} = 3\frac{1}{3}$

$3\frac{1}{3}$ is called a mixed numeral

FINALLY, THIS IS WHAT THEY WANTED TO SAY.

Your rule for equivalent fractions is:

Multiply both numerator and denominator by the same number:

$\frac{2}{3} = \frac{2 \times 4}{3 \times 4} = \frac{8}{12}$, or

divide both numerator and denominator by a common factor:

$\frac{9}{12} = \frac{9 \div 3}{12 \div 3} = \frac{3}{4}$

DECIMALS

LOST HORIZON

Teacher. As with previous adding and subtraction algorisms, make up problems to fit several of the algorisms so the purpose of the algorism is apparent.

Rods

Let 10 mats of 10 orange rods represent

a. What does each mat represent? ....

What does 1 orange rod represent? ....

What does 1 white rod represent? ....

State the patterns of rods that represent the rational numbers expressed by the following:

b. $\frac{3}{1,000}$ ...... $\frac{43}{1,000}$ ...... $\frac{502}{1,000}$

c. 0·003 ...... 0·043 ...... 0·502

d. $1\frac{5}{1,000}$ ...... $3\frac{89}{1,000}$ ...... $3\frac{452}{1,000}$

e. 1·005 ...... 3·089 ...... 3·452

Diagrams

Let a strip of graph paper made up of 10 square inches represent 1.

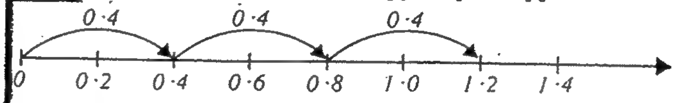
19. *a.* What value is represented by each square inch? ....

CRAZY

$$0.4 \times 3 = \frac{4}{10} \times \frac{3}{1} = \frac{12}{10} = 1.2$$

$$0.06 \times 4 = \frac{6}{100} \times \frac{4}{1} = \frac{24}{100} = 0.24$$

$$1.2 \times 6 = \frac{12}{10} \times \frac{6}{1} = \frac{72}{10} = 7.2$$

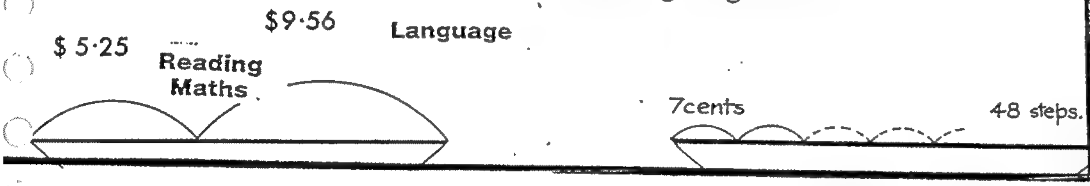


RESISTANCE TO CHANGE

0.4 + 0.4 + 0.4 = 1.2

PREACHERS INSTEAD OF TEACHERS

Compose problem stories that express the following diagrams:



Understanding Mathematics in the context of our normal experience is essential, as is confidence in using the language of Mathematics.

Decimal Fractions Thousandths

d. $1\frac{5}{1,000}$ $3\frac{89}{1,000}$ $3\frac{452}{1,000}$

e. 1·005 3·089 3·452

Multiplication of decimals (2)

two decimal places

INSANE!

$$\begin{array}{r} 0{\cdot}27\times \\ {}^{2}3 \\ \hline 0{\cdot}81 \\ \hline \end{array}$$

Think:

3 times 7-hundredths is 21 hundredths. . .
2 tenths and 1 hundredth.
Write **1** *in hundredths column, carry* **2** *in tenths column.*
3 times 2-tenths is 6 tenths, plus 2 tenths carried . . .
8 tenths. Write **8** *in tenths column.*
Answer: zero point eight one.

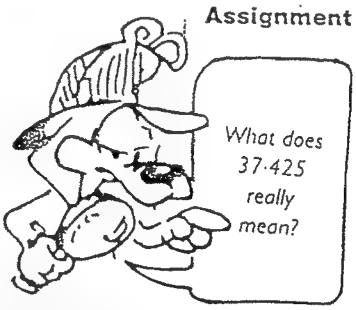
Complete the model in extended form:

$$\begin{array}{r} 0{\cdot}2 + 0{\cdot}07\times \\ 3 \\ \hline \\ \hline \end{array}$$

MENTALLY MULTIPLY 27X3=81; 2PLACES BACK: •81

Challenge

Assignment


What does 37·425 really mean?

oup xercise

Research: Discover a way to change these two-place decimal fractions into equivalent common fractions in lowest terms. Make a rule.

(1) 0·80 = $\frac{\triangle}{\square}$
(2) 0·75 = $\frac{\triangle}{\square}$
(3) 0·60 = $\frac{\triangle}{\square}$
(4) 0·15 = $\frac{\triangle}{\square}$
(5) 0·04 = $\frac{\triangle}{\square}$
(6) 0·35 = $\frac{\triangle}{\square}$

Investigation

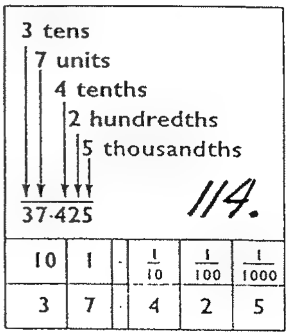
Division of decimals (2)

two decimal places

$$\begin{array}{r} 7\overline{)36\cdot{}^{1}8{}^{4}9} \\ 5\cdot\ 2\ 7 \end{array}$$

Think:

7 into 36 goes 5 times, 1 remainder; write **5** *in units place, carry* **1** *as 10 tenths.*
7 into 18 tenths, 2 tenths and 4 tenths remainder; write **2** *in tenths place, carry* **4** *as 40 hundredths.*
7 into 49 hundredths, 7 hundredths exactly; write **7** *in hundredths place.*



10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
3	7	4	2	5

114.

MATHEMATICAL HIROSHIMA

Giftedness is a potential which is realised through a number of catalysts, including schools, to promote superior performances (talents).

JOKE

QUESTION 3 FRACTIONS/ DECIMALS/ PERCENTAGES

1. Complete this table:

Fraction	Decimal	Percentage
1/2	0.5 ✓	50%
1/4 ✓	0.25 ✓	25%
1/3	0.3	30% ✓

$2\frac{1}{2}$

2. Write 30cm out of 1m as a percentage 33.3 ✗

3. Find 45% of $62.50 $13.8 ✗

QUESTION 4 MEASUREMENT

IN SANE !

1. Complete these conversions:
   a) 4300 km = 430 m ✗
   b) 7 days = 168 hr ✓
   c) 0.75 hr = 80 min ✗

1

2. Jason needs to catch a bus to Central. If he lives at Hopping Park, what is the earliest bus he can catch? 11:05 ✓ 1

James St	Hopping Pk	Grand Station	Johns Ave	Central	Mulberry Creek
9.30	—	—	—	9.50	9.55
—	10.05	10.10	—	—	10.25
—	—	10.30	—	—	10.45
11.00	11.05	11.10	11.15	11.20	11.25
11.15	11.20	11.25	11.30	11.35	11.40

What time will he get there? 11:20 ✓ 1

$5\frac{1}{2}$

MATHEMATICS

REALLY !?!

Topic: Number

~~TASK: In this activity the children were asked to demonstrate their ability to independently complete and understand simple addition sums. The children were given a flashcard of a sum to get started and then they could make up some of their own sums. The children could use maths equipment. draw and write about their sums if they wished.~~ ?

— 5 5

3+1=4

5+3=7

Some numbers are correctly formed. Ben's work shows correct formation of an addition number sentence but a need to further develop his understanding of the concept.

BULL SHIT

FOR TRYING

immaculate conception perhaps?

This teacher obviously spends all her time analysing instead of teaching.

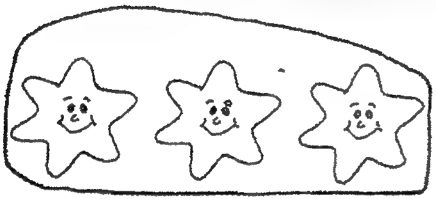
Why should all this crap be preserved for posterity?
Children should use WHITE BOARD : WRITE and WIPE.

NEW
MATHEMATICS ?

Topic: Number

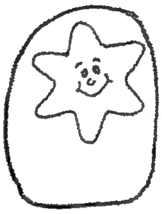
TASK: In this activity the children were ~~asked~~ TOLD to demonstrate their ability to independently complete and understand simple addition sums. The children were given a flashcard of a sum to get started and then they could make up some of their own sums. The children could use maths equipment. draw and write about their sums if they wished.

SPIRAL CURRICULUM



and

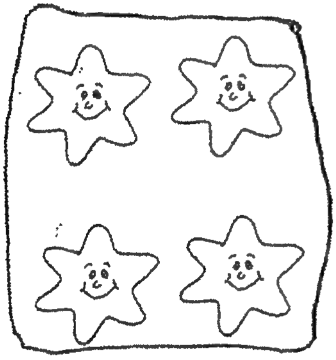
PLUS



~~makes~~ EQUALS 4

3

Ɛ + 1 = 4



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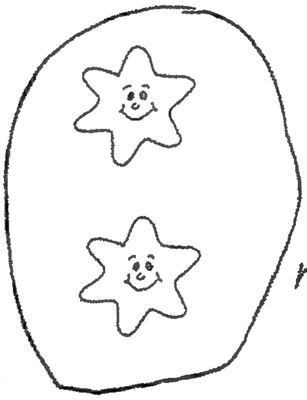
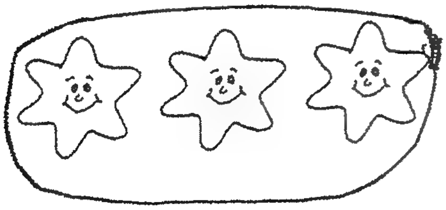


makes ∂ 6

FALSE ENCOURAGEMENT

6

4 + 2 = 6



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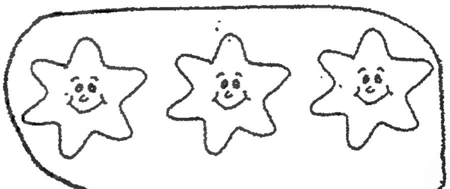


makes ∂ 6

X RAY REPOR

Ben is showing an improving understanding of adding two groups together and has begun to represent these as a number sentence ?

NEW MATHS

Ɛ + Ɛ = ∂

3 + 3 = 6.

TO SHOW WHERE HE WENT WRONG

"WHAT DID YOU DO IN MATHS TODAY?"
"NUFFINK!"

Division

Long before they begin school, children are involved with sharing. They solve problems such as 'I have 12 jelly babies to share among 4 children. How many jelly babies will each child get?' or 'I have 13 jelly babies to share among 4 children. How many jelly babies each?'

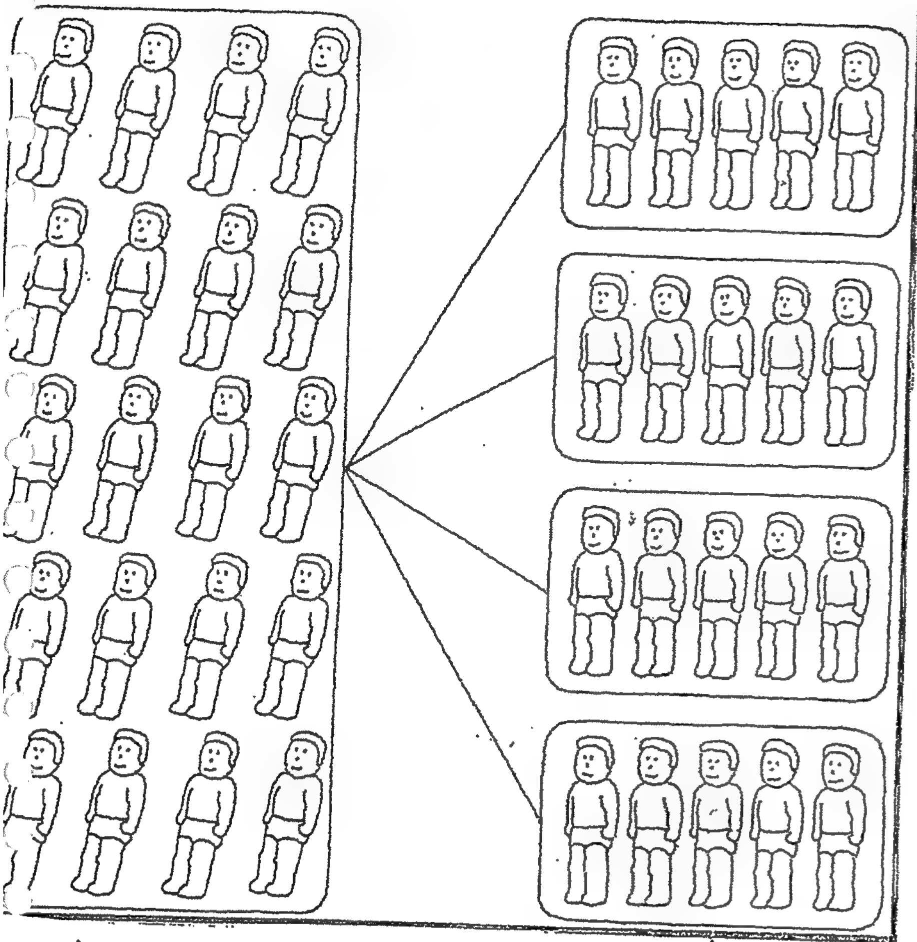
However, sharing is only one of the two aspects of division which your children meet. The other is called grouping.

Sharing

NEW SPEAK!

Problem: I have 20 jelly babies to share among 4 people. How many will each person get?

Materials:

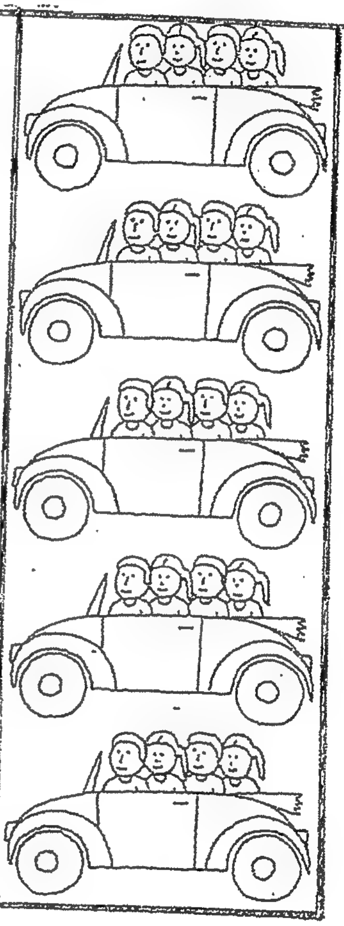


WHEN Leon starts kindergarten this week, he will already know how to write his name, count to 100 and write numbers up to 20. BIG DEAL!

That's more than a lot of parents would have learned in their first year at school. And five-year-old Leon is no progidy — most of his classmates will be able to match him.

The generation gap will continue so that by the end of the year they will have learned more than their parents covered in their first two years of school.

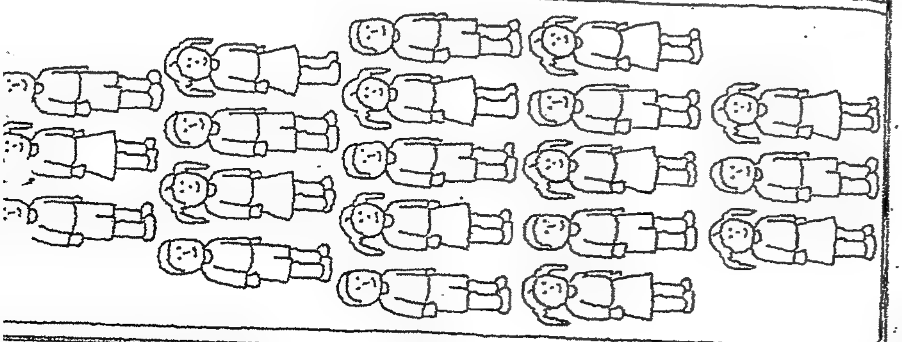
AND THEN THE RESCUE SQUAD HAS TO COME IN!



uping

blem: 20 children are going to a picnic in cars which can 4 children each. How many cars will be needed?

terials:



ConfusEd?

Our range of tuition options is tailored to suit your ability, budget and timetable.

20÷4=5

What about remainders in division? In real life, children often situations where remainders occur. Take the above uation, where 13 jelly babies were to be shared among 4 ldren. Each child will receive 3 jelly babies and there will be t over. This is recorded in the following manner:

A MATHS program aimed at helping teachers identify and focus on children struggling to grasp basic concepts will go on trial in 10 NSW schools this year. RESCUE SQUAD

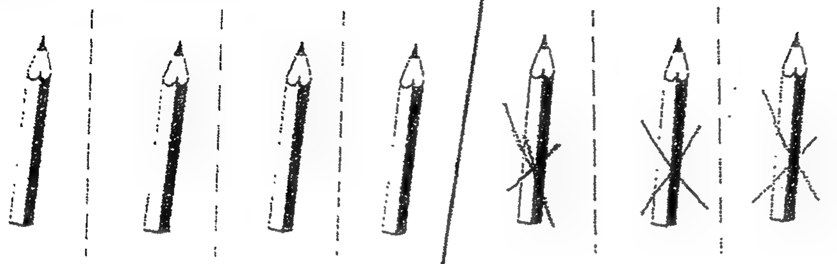
If successful, the Count Me In program will become part of the NSW public school's early intervention program.

MATHEMATICS

?

Topic: Number

TASK: In this activity the children were asked to demonstrate their ability to independently complete and understand simple subtraction sums. The children were given a picture to make up a story and represent it as a number sentence. They could then make up some subtraction sentences of their own. They could use equipment if they wished.



✓

7 takeaway 3 leaves 4 ✓

HAMBURGER

My story:

?

75 = 3S 4

? ✓

Ben was able to tell his number story ✓

REALLY?

[illegible]

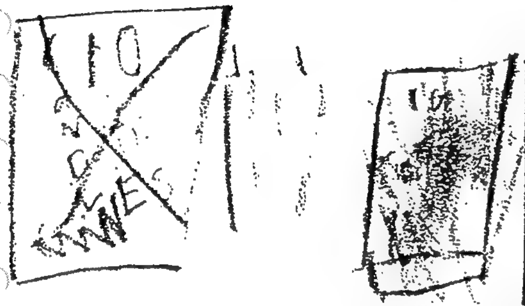
ONE A4 PAGE FOR ONE SUM!

THE INFERNO: PARADISE LOST.

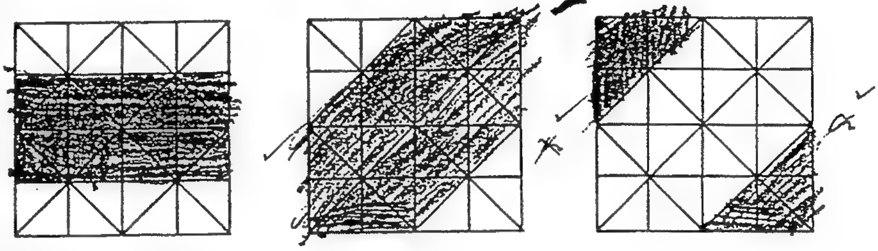
~~Draw the boxes and the loose candles Fred would need for~~ these birthdays. *THE MANUFACTURE OF NEED!*

How many will you need for your next birthday cake?

12 years old



Can you shade one half of every square below to make eight different patterns? *4th class!*



3.6.97

WONDERFUL SILLY STAMP OF APPROVAL

YR. 4!

Investigating Number *(DESTRUCTION)*

Place the numbers in a numeral expander.

Take care with zero. *CRAZY CONFUSION*

839 ? 462 471 609 520 700

8	Hundreds	3	Tens	9	Units	839
4	Hundreds	6	Tens	2	Units	462
4	Hundreds	7	Tens	1	Units	471
6	Hundreds	0	Tens	9	Units	609
5	Hundreds	2	Tens	0	Units	520
7	Hundreds	0	Tens	0	Units	700

Number puzzle

1 2	2 5	0	■	3 1	4 6
5 1	0	■	6 8	0	2
9	■	■	7 1	0	5
8 1	9 1	10 8	■	0	■
■	11 1	0	0	■	12 7
13 6	0	0	■	14 2	5

Across

1 $\frac{1}{4} \times 1000$

3 4^2

5 1000 ÷ 100

6 3 more than 799

7 80 + 25

8 13 less than 131

11 25 + 25 + 25 + 25

13 1000 − 400

14 100 ÷ 4

Down

1 90 + 1 + 2000 + 100

2 $\frac{1}{4}$ of 200

3 10 × 100

4 500 + 125

6 9^2

9 11 more than 99

10 double 400

12 $\frac{3}{4}$ of 100

THE DESTRUCTION OF

Algebra

1 45 + ♦ = 60 ♦ =

2 ♣ − 20 = 80 ♣ =

3 ♣ × 5 = 150 ♣ =

4 20 × ♠ = 140 ♠ =

5 $♦^2 = 16$ ♦ =

6 ♥ + ♥ + ♥ = 3 × ♥

Match the List 1 rates to the List 2 units then fill the gaps.

List 1	Rates	List 2
pulse		cents per litre
rent		dollars per hour
wages		beats per minute
speed		dollars per month
price rate		kilometres per hour

Stacks of coins *YR. 4*

1 twelve 10c coins = [illegible] ✓

2 ten 10c coins + 50c = [illegible] ✓

3 twenty 10c coins = [illegible] ✓

4 eight $2 coins = x ✓

5 25 $2 coins = $50 ✓

6 nine 50c coins = [illegible] ✓

7 twenty-two 5c coins = [illegible] ✓

8 twenty 50c coins = [illegible] ✓

9 eleven 50c coins = [illegible] x

10 nineteen 5c coins = [illegible] ✓

11 three 50c coins = [illegible] ✓

YR. 7

How many 10¢ pieces in $3.20? 32

How many 20¢ pieces in $7.40? 37

How many 50¢ pieces in $6.50? 13

How many 1¢ pieces in $1.11? 111

How many 2¢ pieces in $2.10? 38

How many 5¢ pieces in $4.30? 86

THE TRAVESTY OF EDUCATION

COMPULSORY CONFUSION

Number pattern problems

YEAR SIX

Group exercise

Work together on these number pattern tables. Make number sentences for each table using the frames when the pattern has been discovered. The first one is finished in colour.

(1)

△	□
6	13
25	32
43	50
67	74
89	96
38	45
91	98

(2)

△	□
7	49
1	1
9	—
—	16
0	—
8	—
—	36

(3)

△	□
6	42
9	63
—	35
3	—
8	—
—	49
4	—

△ + 7 = □ or
□ − 7 = △

IDENTIFY THE PROBLEM CLEARLY

Brainstorm together all the possible ways of solving the problem (without criticising any).

Determine the probable outcomes of each alternative.

THE PRECURSOR OF COMMITTEES

Students have been so busy discovering, that their **MEMORY BANK** is still empty. Unfortunately, these poor victims are, of course, to blame, **NOT THE STUPID SYSTEM.** Hence **THIS AUTHORITARIAN REMINDER:**

BASIC NUMBER FACTS

Addition and Subtraction

There are 100 basic addition and subtraction facts contained in the table opposite. You must know each fact.

Note: 8 + 7 = 15
is read 8 plus 7 equals 15.
9 − 7 = 2
is read 9 minus 7 equals 2.

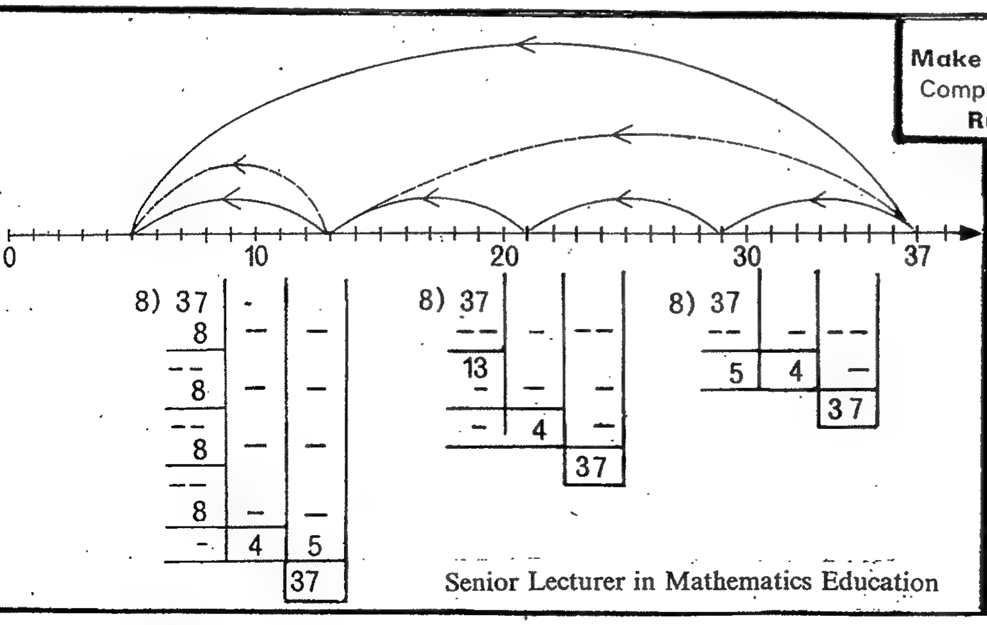
+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

HOWEVER, the brain cannot absorb pure data; it has to be seen through the spectacles of an idea. (de Bono)

Make a number pattern from a rule

Complete these tables by following the rule

Rule: ◇ = 6 × □ − 2



Senior Lecturer in Mathematics Education

synthetic division

35)763
350 10
413
350 10
63
35 1
Remainder 28 | 21 Quotient

$$\frac{763}{35} = 21\frac{28}{35}$$

$$= 21\frac{4}{5}$$

Since students did not know the basic numberfacts, the HIERARCHY produced the most retarded methods under the banner of NEW MATHS.

THE TRAVESTY OF EDUCATION

THIRD APPLICATION OF PARKINSON'S LAW: THE OBSESSION WITH PLACE VALUE

It has absolutely no practical application.

Doing algorisms is a mental **ROUTINE**, calculator work requires a manual **ROUTINE**.

31	6 tens	3 tens 1 one	8 tens 7 ones	2 tens 4 ones
	3 tens 2 ones	1 ten 8 Ones	5 tens 9 ones	

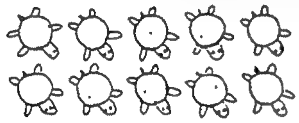
YEAR 2

24 87 59

The use of a procedure in which the place value of the digits is stated assists the development of an understanding of an algorism. The mechanical procedure in which face values are stated is delayed. ← IMMORAL DICTATORSHIP

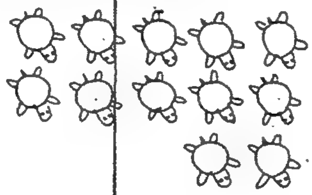
Estimate the number of turtles. Count them and then fill in the boxes.

a



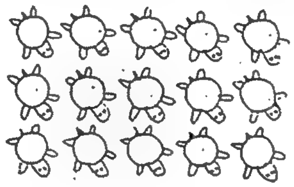
1 Tens 0 Ones

b



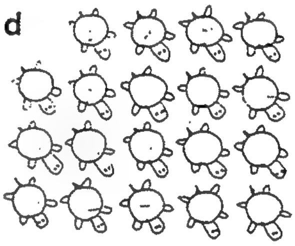
1 Tens 2 Ones

c



1 Tens 5 Ones

d

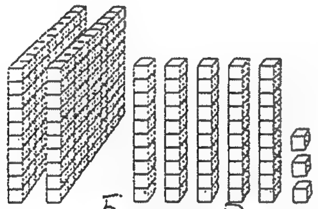


1 Tens 9 Ones

until University!

1 Complete each numeral expander and fill in the boxes.

a

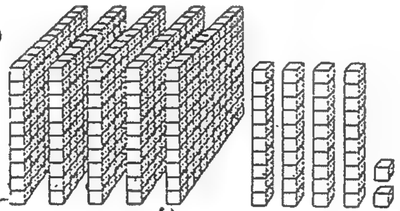


2 Hundreds 5 Tens 3 Ones

two hundred and fifty-three

253

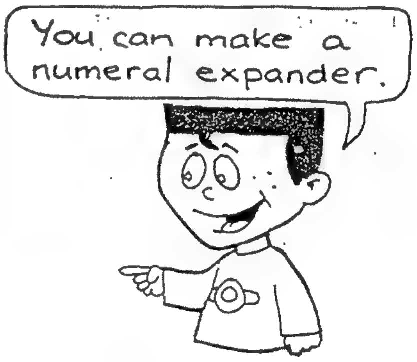
b



5 Hundreds 4 Tens 2 Ones

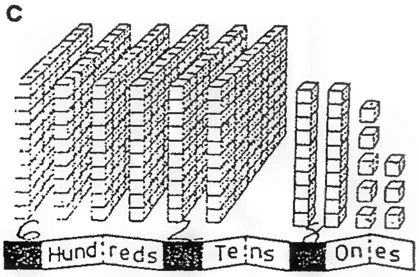
five hundred and forty-two

542


You can make a numeral expander.

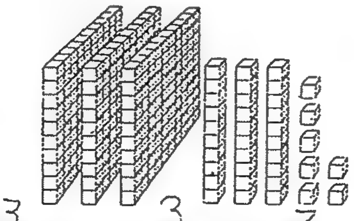
YEAR 4

c



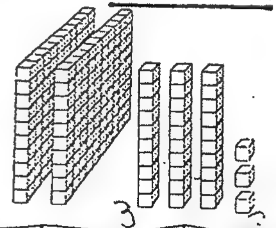
6 Hundreds 2 Tens 8 Ones

d



3 Hundreds 3 Tens 7 Ones

e



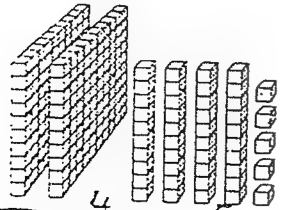
2 Hundreds 3 Tens Ones

YEAR 8

Write a numeral containing 3 thousands, 5 units, 9 hundreds	395

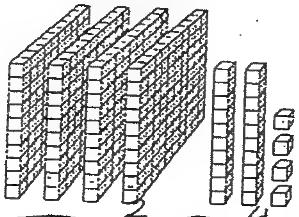
2 Complete each numeral expander and write the numeral.

a



2 Hundreds 4 Tens 5 Ones

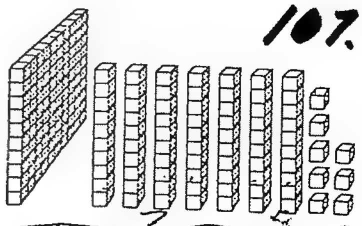
b



4 Hundreds 2 Tens 4 Ones

c

107.



1 Hundreds 7 Tens Ones

THE TRAVESTY OF EDUCATION

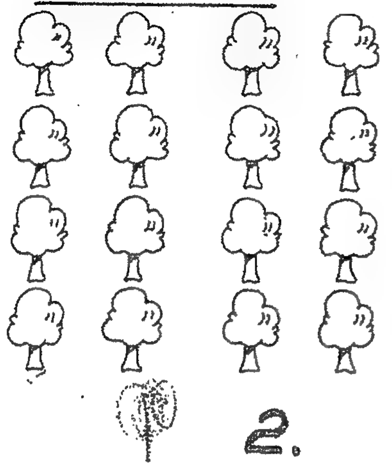
THE SPIRAL CURRICULUM

The worst exercises are those leading up to EQUATIONS; that's why students still can't do them in year eleven. (Maths in Society).

add more

to make 17

COUNTING



2.

YEAR 6.

Replace the frame, Δ, by an operation sign.

$\frac{126}{9} \Delta \frac{91}{13} = 21$

$7 \times 7 \ \Delta \frac{78}{13} = 294$

$15 \times 3^2 \Delta 3^2 = 15$

GUESSING

In each of the following number sentences replace the frame, ○, by =, > or <.

$9 \times 42 \bigcirc (9 \times 30) + (9 \times 12)$

$7 + (8 \times 7) + 8 \bigcirc (7 + 8) \times (7 + 8)$

$20 \times 2^2 \bigcirc 10 \times 2^3$

$(35 + 5) \times 6 \bigcirc 5^2 \times 10 - 10$.

ALGEBRA ?

Draw a line diagram to represent each of the following number sentences.

$14 + \square = 22$ $\qquad 4 + 3 + 5 = \square$

$94 - \square = 25$ $\qquad 6 + 5 - 3 = \square$

$19 \times \square = 76$ $\qquad 3 \times 3 \times 3 = \square$

$65 \div \square = 5$ $\qquad (4 \times 5) \div 2 = \square$

THE DAMAGE

"What do you have to add to 14 to get 22 is not mathematics; its counting fingers. With REAL EQUATIONS like 2x-9=5 that can't be done any longer, so students are lost once again. Hence the following trivia. Unfortunately, two wrongs do not make a right.

We can find the solution to the equation $a + 5 = 8$ in a more systematic way than just guessing. When trying to solve the equation, we are trying to find the value of a which makes the equation true. We need to have a on its own.

Instead of $\quad a + 5 =$

we want just $\quad a =$

BLAA BLAA

Thus we have to undo '+5'. From our investigation of inverse operations we know that subtracting a number undoes addition of that same number, so '−5' is the inverse, or undoes '+5'.

BLAA BLAA

Thus $\quad a + 5 - 5 \quad$ two inverse operations

simplifies to a on its own as we required.

The equation could be represented on balanced scales.

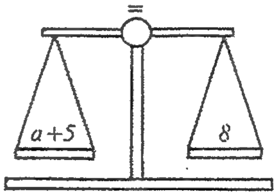


Fig 8.6

Then we undo '+5' but the scales are unbalanced.

WEIGHING

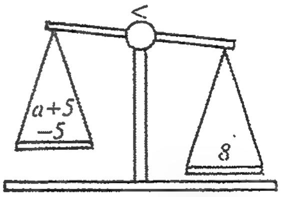


Fig 8.7

The left-hand side: $a + 5$

became $a + 5 - 5$

when we included the inverse of '+5' by putting in −5.

If we include something extra on one side of the equation it must also be included on the other side to keep the equation balanced:

BLAA

Original equation:

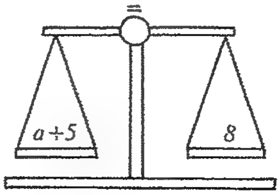


Fig 8.8

−5 included on both sides:

simplifies to $\quad a + 5 - 5 = 8 - 5$

$a = 3$

which is the solution we have already found to be correct.

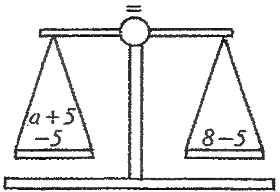


Fig 8.9

YEAR 7.

LES MISERABLES

MATHEMATICS WORKBOOK - SELF-EVALUATION CHECKLIST

Check your workbook weekly. Follow these ten guidelines. Next to each point place a G (Good) , S (Satisfactory) or U (Unsatisfactory). Both you and your parent must sign it.

but not like that!

1. Date each day's work.
2. Use blue/black pen only and rule a margin and underline all headings in red.
3. Include sample problems with steps and reasons.
4. Highlight the major points.
5. Include comments in your own words to make your notes more meaningful.
6. Label and number all exercises clearly and correct all work.
7. All worksheets must be pasted in when they are received and dated.
8. Include a summary statement at the end of each day's notes.
9. Include a written statement of all homework and when it is due.
10. All notebook evaluation sheets must be pasted in your book.

Student signature: ______________

Parent signature: MOSES

SIGN OR ELSE!

privatisation

1. (a) $1\frac{11}{20}$ (b) $1\frac{11}{60}$ (c) $\frac{7}{24}$ (d) (k) $\frac{19x}{15}$ (l) $\frac{3x}{70}$

(m) $\frac{2x}{35}$ (n) $\frac{19x}{10}$ (o) $\frac{3b}{28}$ (p) $\frac{3h}{10}$ $\frac{5x + 7}{6}$ (c) $\frac{8x + 29}{15}$

(d) $\frac{11x + 9}{30}$ (e) $\frac{9x + 11}{14}$ (f) $\frac{8y + 21}{15}$ (g) $\frac{18m - 1}{12}$ (h) $\frac{5p + 28}{6}$ (i) $\frac{7x - 7}{6}$ (j) $\frac{7b - 11}{4}$ (k) $\frac{x + 19}{12}$

(l) $\frac{6a + 17}{12}$ (m) $\frac{7d - 11}{15}$ (n) $\frac{14g + 17}{12}$ 3. (a) $\frac{d - 1}{6}$ (b) $\frac{-m + 1}{12}$ (c) $\frac{2h + 17}{15}$ (d) $\frac{3z - 23}{10}$ (e) $\frac{l + 8}{6}$

(f) $\frac{-5h + 15}{14}$ (g) $\frac{-y - 3}{20}$ (h) $\frac{-3s + 5}{20}$ (i) $\frac{8t + 1}{10}$ (j) $\frac{2p + 53}{35}$ (k) $\frac{5x - 13}{6}$ (l) $\frac{7y - 26}{12}$ (m) $\frac{8 - c}{6}$

(n) $\frac{9d - 1}{20}$ (o) $\frac{x + 5}{4}$ (p) $\frac{x + 6}{6}$ (q) $\frac{3x}{16}$ (r) $\frac{5x + 7}{10}$ 4. (a) $\frac{4 + 3x}{4x}$ (b) $\frac{28 + 5a}{7a}$ (c) $\frac{2m - 20}{5m}$ (d) $\frac{5b - 27}{9b}$

(e) $\frac{3a - 5}{(a - 1)(a - 3)}$ (f) $\frac{7g + 19}{(g - 3)(g + 7)}$ (g) $\frac{7x + 22}{(x + 4)(x + 2)}$ (h) $\frac{10p - 2}{(p + 1)(p - 1)}$ (i) $\frac{8b + 36}{(b - 3)(b + 7)}$

(j) $\frac{10c + 41}{(c + 2)(c + 5)}$ (k) $\frac{6x + 14}{(x + 2)(x + 3)}$ (l) $\frac{12x + 43}{(x + 4)(x + 3)}$ (m) $\frac{8x + 11}{(x + 1)(x + 2)}$ (n) $\frac{9x + 41}{(x + 3)(x + 5)}$

(o) $\frac{9x + 31}{(x + 7)(x - 1)}$ (p) $\frac{13x - 31}{(x - 3)(x - 2)}$ (q) $-\frac{20}{}$ $\frac{29x - 1}{- 2)(4x + 1)}$ (s) $\frac{13x + 26}{(2x - 3)(x + 5)}$

(t) $\frac{51x - 23}{(3x - 1)(4x - 2)}$ 5. (a) $\frac{5a + 13}{(a - 3)(a}$ $\frac{- 8}{2)}$ (d) $\frac{6x + 32}{x(x + 4)}$ (e) $\frac{6y - 2}{y(y + 2)}$

(f) $\frac{-p - 9}{p(p + 3)}$ (g) $\frac{-m - 21}{m(m - 7)}$ (h) $-$ $\frac{3}{)}$ (k) $\frac{-x + 8}{(x + 7)(x + 1)}$

(l) $\frac{2x + 20}{(x + 5)(x + 7)}$ (m) $\frac{2x -}{(x +}$ $\frac{19}{- 3)}$ (p) $\frac{18x - 17}{(2x + 3)(3x - 1)}$

(q) $\frac{10x + 26}{(4x - 1)(3x + 4)}$ (r) $\frac{+ 6}{4x + 1)}$

6. (a) $\frac{2x + 6}{(x + 1)(x + 2)(x}$ $\frac{}{1)}$

(d) $\frac{3x + 1}{(3x + 1)(x + 5)(}$ $\frac{8x - 4}{3)(x + 5)(x + 1)}$

(g) $\frac{6x + 14}{(x + 3)(x + 4)(x +}$

(j) $\frac{14x}{(2x - 3)(3x - 2)(2}$ $\frac{x - 1}{- 3)(x + 2)(x + 1)}$

(c) $\frac{2x + 2}{(x - 4)(x + 1)}$ $\frac{3x + 49}{(x - 7)(x + 7)}$

(f) $\frac{8}{(x + 5)(x}$

(i) $\frac{5x +}{(x - 1)(x +}$ $\frac{x - 37}{4)(x + 3)(x - 7)}$

(m) $\frac{14x -}{2x - 3)(x + 3}$

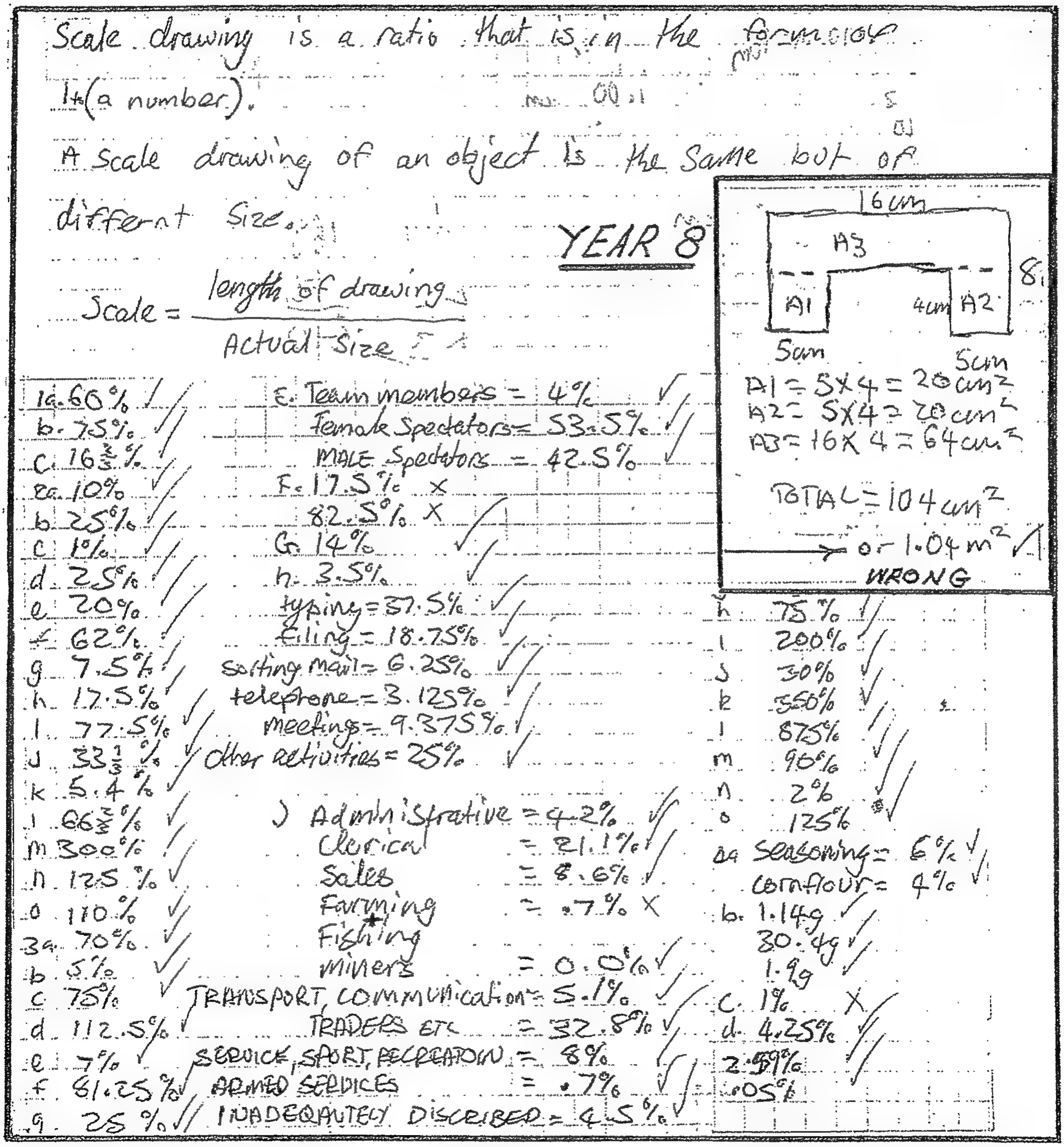
(p) $\frac{2x - 3}{(2x - 1)(x + 1)(x -}$ (f) $\frac{10x - 7}{x(2x - 1)}$

THE TRAVESTY OF EDUCATION

FIFTH APPLICATION OF PARKINSON'S LAW:
QUANTITY INSTEAD OF QUALITY TO KEEP STUDENTS BUSY.

The Manufacture of Need: books are now four times the size they were thirty years ago.
Duplication: Definitions given in the textbook are written on the blackboard to be copied into workbooks.

Students become no more than process workers. **Only the SHORT TERM MEMORY IS INVOLVED.**
New material has to be processed within 30 seconds,
otherwise it will never enter the **LONG TERM MEMORY BANK.**
Obviously, that is the whole idea; it's a perfect way to fill in time.



Scale drawing is a ratio that is in the form of 1:(a number).

A Scale drawing of an object is the Same but of different Size.

YEAR 8

Scale = length of drawing / Actual Size

16cm
A3
8
A1
4cm A2
5cm
5cm
A1 = 5X4 = 20cm²
A2 = 5X4 = 20cm²
A3 = 16X4 = 64cm²

TOTAL = 104cm²
→ or 1.04m² ✓
WRONG

1a. 60% ✓
b. 75% ✓
c. 16⅔% ✓
2a. 10% ✓
b. 25% ✓
c. 1% ✓
d. 25% ✓
e. 20% ✓
f. 62% ✓
g. 7.5% ✓
h. 17.5% ✓
i. 77.5% ✓
j. 33⅓% ✓
k. 5.4% ✓
l. 66⅔% ✓
m. 300% ✓
n. 125% ✓
o. 110% ✓
3a. 70% ✓
b. 5% ✓
c. 75% ✓
d. 112.5% ✓
e. 7% ✓
f. 81.25% ✓
g. 25% ✓

E. Team members = 4% ✓
Female Spectators = 53.5% ✓
MALE Spectators = 42.5% ✓
F. 17.5% X
82.5% X
G. 14% ✓
h. 3.5% ✓
typing = 37.5% ✓
filing = 18.75% ✓
sorting mail = 6.25% ✓
telephone = 3.125% ✓
meetings = 9.375% ✓
other activities = 25% ✓

J) Administrative = 4.2% ✓
Clerical = 21.1% ✓
Sales = 8.6% ✓
Farming Fishing = .7% X
miners = 0.0% ✓
TRANSPORT, COMMUNICATION = 5.1% ✓
TRADERS ETC = 32.8% ✓
SERVICE, SPORT, RECREATION = 8% ✓
ARMED SERVICES = .7% ✓
INADEQUATELY DISCRIBED = 4.5% ✓

h. 75% ✓
i. 200% ✓
j. 30% ✓
k. 550% ✓
l. 875% ✓
m. 96% ✓
n. 2% ✓
o. 125% ✓
4a Seasoning = 6% ✓
Cornflour = 4% ✓
b. 1.14g ✓
30.4g ✓
1.9g ✓
c. 1% X
d. 4.25% ✓
2.59% ✓
.05% ✓

WHY DOES MATHS HAVE TO BE DONE IN THESE AWFUL MINI-SQUARES?
GET RID OF THIS CAKED AND CLOTTED CUSTOM; ASK AN OPTOMETRIST.
How can you possibly produce acceptable work?

USE WHITE BOARD

OBJECTIVES & (4) OUTCOMES.

(9) Evaluate the following correct to 2 dec. places

$$\frac{12 \cdot 9 - 7 \cdot 63}{3 \cdot 14}$$

____

(10) Evaluate correct to 3 sig. figures

$$\left(\frac{0 \cdot 562}{0 \cdot 041}\right)^2$$

____

(11) Simplify

a) $\frac{20ab}{5b}$

____

b) $\frac{7p + 8p - 3p}{2p \times 3q}$

____

____

"WHAT OUR STUDENTS LEARN AT SCHOOL"

(12) A man obtains a \$15 000 loan to purchase a car. The loan is to be repaid over 3 years at 8% p.a. What will his total repayments be for the car?

____

____

____

(13) Solve the following equations

a) $7a - 7 = 5a + 3$

____

____

b) $\frac{y}{4} + 3 = 9$

____

____

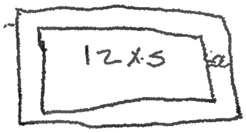
c) $\frac{p-5}{4} = 3$

____

____

SPACE PROVIDED

2·2 km

QUESTION	WORKING	ANSWER
7. Change 80km/h to m/s.	80km=8000m 1h= 3600	8000km/3600s =? X
8. A 10L container full of water is leaking at a rate of 80mL per hour. How much water will be left in the container after 3 days?	80mL per h nor day=24h ? after 3 days X ~~3x~~ 24+24+24=72 72h 10L ÷ 80mL 1000−80	4·2 4L 0 X
9. The cost of paving is $25 per square metre. Find the cost of paving a path 50cm wide around a rectangular swimming pool which is 12m by 5m. THE RESULT	25pm² 50cm  12x5= 60 x25	$450 RIGHT $1500 WRONG X
10. A train leaves Sydney at 8.50am and arrives at Bathurst at 12.20pm. Bathurst is 250km from Sydney. Find the average speed of the train.	S 850 B 12·20 B 250km 8, 9, 10, 11, 12, 1, 2, 3, 4, 5, 6, 7, 8 9, 10, 11, 12 X 250 ÷ 13 h 10m	138·14kph X

1

½

½

THE BOARD WOULDN'T KNOW HOW!

'Get back to basics' at school

SABOTAGE

HALF MARK FOR THE WRONG ANSWER!

JULY 2016

HIGHEST
53%

Year 9 - Intermediate Mathematics

Yearly Exam 1997

THE INFERNO:

Name ____________ 2ND: 49% !

Answer Sheet for Section A

Ⓐ 18

Shade the letter which is your choice for the (most) correct answer for each question.

↑
ASH
WEDNESDAY

(1)	(A)	[✓ (B)]	(C)	(D)	✓ ✓
(2)	(A)	[✓ (B)]	(C)	(D)	✓
(3)	(A)	[✓ (B)]	[✓ (C)]	[✓ (D)]	x x D
(4)	(A)	(B)	[✓ (C)]	(D)	✓ ✓
(5)	(A)	[✓ (B)]	[✓ (C)]	[✓ (D)]	x = C
(6)	(A)	[✓ (B)]	(C)	(D)	✓ ✓
(7)	(A)	(B)	(C)	[✓ (D)]	✓ ✓
(8)	(A)	(B)	[✓ (C)]	[✓ (D)]	x ✓ C
(9)	(A)	(B)	[✓ (C)]	(D)	✓ ✓
(10)	[✓ (A)]	(B)	(C)	[✓ (D)]	x ✓ D
(11)	(A)	(B)	[✓ (C)]	(D)	✓ ✓
(12)	[✓ (A)]	(B)	(C)	(D)	✓ ✓
(13)	(A)	(B)	[✓ (C)]	(D)	✓ ✓
(14)	(A)	(B)	[✓ (C)]	[✓ (D)]	x ✓ C
(15)	(A)	(B)	[✓ (C)]	[✓ (D)]	x ✓ D ~~D~~

(16)	[✓ (A)]	(B)	(C)	(D)	✓ ✓
(17)	(A)	(B)	(C)	[✓ (D)]	✓ ✓
(18)	(A)	[✓ (B)]	(C)	[✓ (D)]	x ✓
(19)	[✓ (A)]	[✓ (B)]	(C)	(D)	x ✓ 19.5
(20)	(A)	[✓ (B)]	(C)	(D)	✓ ✓
(21)	[✓ (A)]	(B)	[✓ (C)]	(D)	x C
(22)	(A)	(B)	(C)	[✓ (D)]	✓ ✓
(23)	(A)	(B)	(C)	[✓ (D)]	✓ ✓
(24)	(A)	(B)	(C)	[✓ (D)]	✓ ✓
(25)	(A)	(B)	[✓ (C)]	(D)	✓ ✓
(26)	(A)	(B)	[✓ (C)]	[✓ (D)]	x ✓
(27)	[✓ (A)]	(B)	(C)	(D)	✓
(28)	[✓ (A)]	(B)	(C)	[✓ (D)]	x ✓
(29)	(A)	[✓ (B)]	(C)	[✓ (D)]	x ✓
(30)	[✓ (A)]	[✓ (B)]	(C)	(D)	x ✓

8

Answer Sheet for Section B

49.25

Answers only are to be recorded in the space provided.

Ⓑ 10

9.602

✓(1) 24 : 60 = 2 : 5 ✓
✓(2) 180 ÷ $4a^{\circ}$ = 4.5 x 15.
✓(3) 6p − 12 = 18, 6p = 30 p = 5 ✓
(4) $x^2 = 7^2 + 5^2 = \sqrt{74}$ = x = 8.6 ✓
(5) 4317 x 4320 000
✓(6) 6 : 0 88 19.5 x
✓(7) 60 ÷ ~~226~~ 97.6 = 98 x
(8) a = ~~60~~° 210° ✓
✓(9) 360 − 107 − 94 − 139 = 20 ✓
✓(10) 436700 ✓ ✓ 9.14
✓(11) Train airrives 8.14am
✓(12) ~~3955.40~~ ~~395~~ 3958.40
✓(13) 36 x
2.96

1596.
✓(14) ~~1595.74~~ ✓
✓(15) 43752 x ✓
✓(16) 6205 = 6204.8 m = 41/3
(17) 3m − 1 = 40, 3m = 41 m = 13.6
(18) $95.20 ✓
(19) 1500 x 105000
(20) ~~x = 27~~ ~~x = 24~~ 247 76. ✓
(21) $38168~~.00~~ x $708.45
(22) x = 38 x 360 − 76 − 21 − 83 − 83 − 6
(23) 13th NOV x
(24) 44.8 cm^2 x 66.8 .60 4.5
(25) 1 : 20000 x

3.55

EARTH QUAKE

19/50

Mathematics

Half Yearly Examination - 1998

Year 8

Preparing children for life

Notes
- Ensure that your name and class are written clearly on each sheet of this test.
- Approved calculators may be used.
- Full working should be shown where space has been provided.
- Untidy work may not be marked.
- All questions should be attempted.

Name: ______________________ **Class:** 82

(1) Simplify

(a) 500 + 600 + 740 = 1840 ✓

(b) 60 ÷ 10 × 7 = 42 ✓

(c) 29 - (8 + 9) = 12 ✓

(d) $\overset{8}{4\times2}+\overset{15}{3\times5}=$ 23 ✓

(e) 26.85 - 18.95 = 7.9 ✓

(f) $15^2 =$ 225 ✓

(g) $\sqrt{576} =$ 1152 ✗

(h) $\frac{3}{4}+\frac{1}{5}=$ $\frac{4}{9}$ $\frac{2}{3}$ ✗

(i) Write $\frac{13}{20}$ as a decimal 13.20 ✗

If a=4 and b=5 find the value of:

(j) a + 3b = 76 ✗

(k) 2ab = 66 ✗

(l) 9a - 5b = 46 ✗

(2) Find the value of:

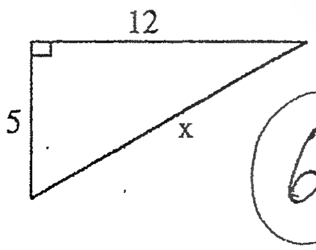
(a) $\sqrt{8^2+15^2}$ 14400 ✗

(b) $\sqrt{13^2-5^2}$ $\sqrt{144}$ ½✓

(c) $\sqrt{9^2+5^2}$ (to 1 dec.place) $\sqrt{104}$ ✗

(3) Find the value of x in each of these triangles:

(a)



6½

x = 17 ✗

3WEEKS PYTHAGORAS - 12X40 MINUTES INSTEAD OF 5!

5+12 !

Year 8 (8MA,8M1,8M2) Test 2	Name :	Mark : $\frac{23}{78}$	29 %

Question 1

a) State Pythagoras' Theorem

add the squares of the two shorter sides to get the Hypotonūs 1

b) What is ~~the longest~~ side of a right-angled triangle called?

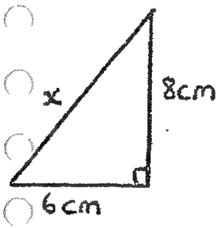
The longest sides is the Hypothesis 1

2

Question 2

Find the value of x

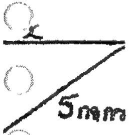
a)



64+36 = 100

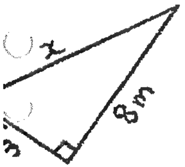
$x\ \sqrt{100} = 10cm$ ✓ 2

b)



x = ?

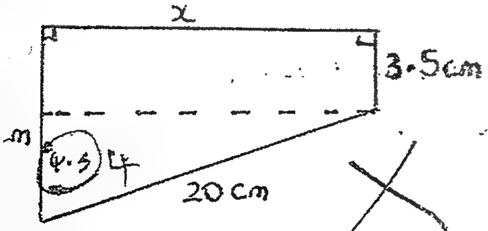
c) (leave your answer in surd form)



64m+25m = 89m

$x = \sqrt{89}$ ✓ 2

d) (leave your answer in surd form)

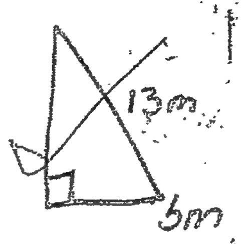


✗

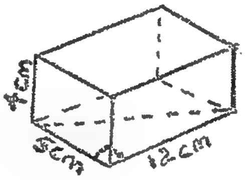
4

Question 3

a)A ladder 13m long just reaches the top of a wall. If its foot is 5m from the wall, how high is the wall?



b) What is the length of the longest pencil that can fit into the rectangular prism shown below.

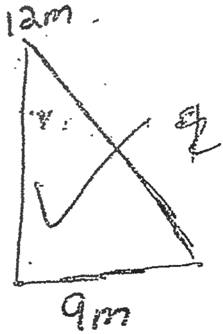


16
25
144
185

$\sqrt{185}$ ✓

5

c) A pole is steadied by three wires. Each wire is fastened to the pole at a point 12m above the ground and is anchored to the ground 9m from the foot of the pole. How many metres of wire are needed for the three wires?



144+
81
225

147. $= \sqrt{675m}$

✓ 3/5

9

15

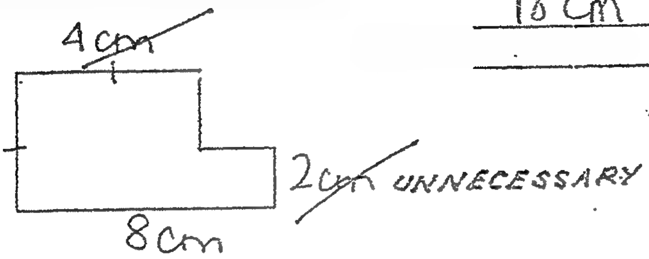
…nt a short paragraph for silent reading. Example:

We are a nation of indolent people who do not like to do things …urselves. Despite our mechanical skill, ingenuity, and resourceful…s, we tend to sit back as spectators rather than as participants. We …ept opinions ready made. We listen to the radio for our ideas and …ons. We watch television or go to the movies instead of reading …oks or engaging in hobbies. We watch ball games instead of playing

STILL NOT RIGHT ! WAKE UP !

QUESTION 7 AREA AND PERIMETER

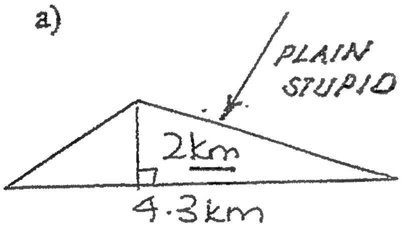
1. Find the perimeter of:


~~4 cm~~
~~2 cm~~ UNNECESSARY
8 cm

18 cm^2

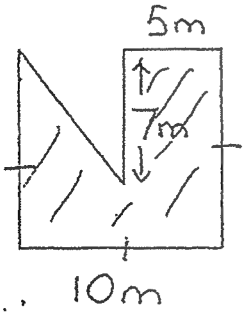
2. Find the area of:

a)


PLAIN STUPID
2km
4.3km

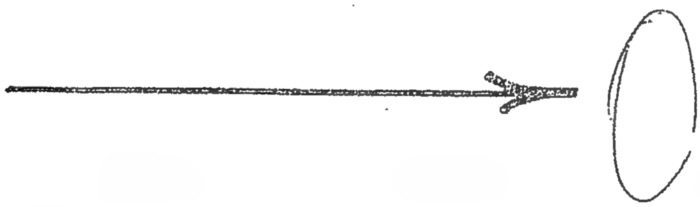
20004·3 km

b)



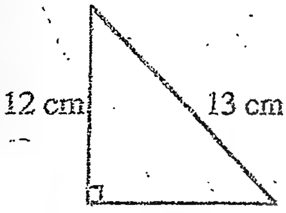
35 m

(3 marks)



7 YEARS SPIRAL CURRICULUM

STILL DISCOVERING ?



YR. 8

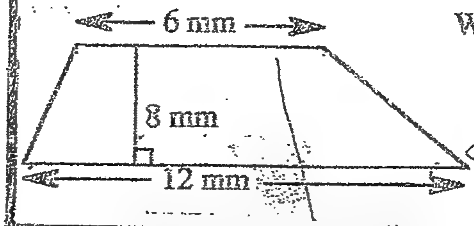
~~$P = \pi \times b^2 \times h^2$~~

~~$P = 5^2 \times 12^2 \times \pi$~~

~~P = 11309 cm~~ or 113·09 m ✗

SPIRALLING UNDERSTANDING
6 YEARS OF RESEARCH

$\frac{1}{4} \div \frac{7}{8} = \frac{7}{32}$ ✗



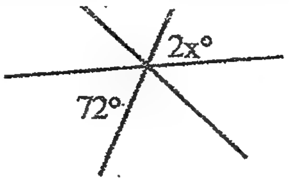
What is the area of this trapezium ?

~~$A = \frac{1}{2}bh$~~

~~$A = \frac{1}{2} \times 12 \times 8$~~

~~$= 48$~~

In the diagram, what is the value of x ?



$72 = 2x$

$\frac{2x}{2} \quad \frac{2x}{2}$

$x = 36$ ✓

Solve the equation

2(x + 3) = 12

$2x + 6 - 6 = 12 - 6$

$2x = 6$

$\frac{2x}{2} \quad \frac{2x}{2}$

$x = 3$ ✓

AUTHORITARIAN!
INSTRUCTIONS.
WHAT ELSE COULD
YOU DO ?

A GOOD EXAMPLE OF
COMPULSORY INCOMPETENCE

STOP LOOKING FOR GIFTED CHILDREN; THEY WON'T SURVIVE ANYWAY!

→ PROPAGANDA ←

WHAT OUR STUDENTS LEARN AT SCHOOL:

“NUFFINK”

A STATEMENT BY THE GOVERNMENT OF NEW SOUTH WALES

Our schools exist to provide the basic skills and competencies that our children need to cope with the world now, with the next level of education and the world beyond. With family, household or community support, a student properly taught will develop respect for scholarship and will acquire the joy of learning.

BLACK HOLE

In primary school children will learn:

1. *How to read:* *The passport to all knowledge and the glories of all the world's literature.*
2. *How to write:* *They will learn how to express themselves in proper sentences and paragraphs strictly in accord with the rules of grammar and syntax. They will learn to handwrite fluently and gain the skills of the keyboard.*
3. *Mathematics:* *The development of mental skills in dealing with numbers and problems and the application of those skills to the use of calculators and computers as part of a child's understanding.*

POETIC
PROPAGANDA
WRITTEN BY THE
COURT JESTER.

WISHFUL THINKING
PRIMARY

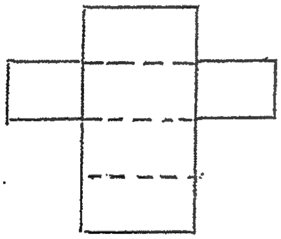
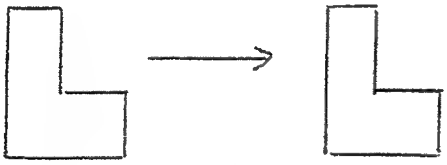
PARROTS

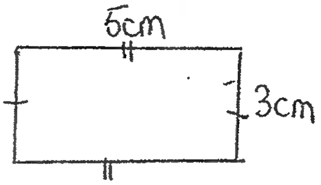
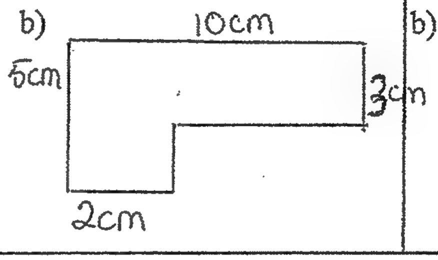
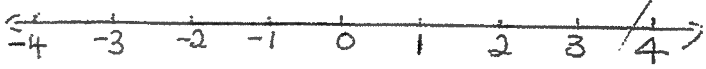
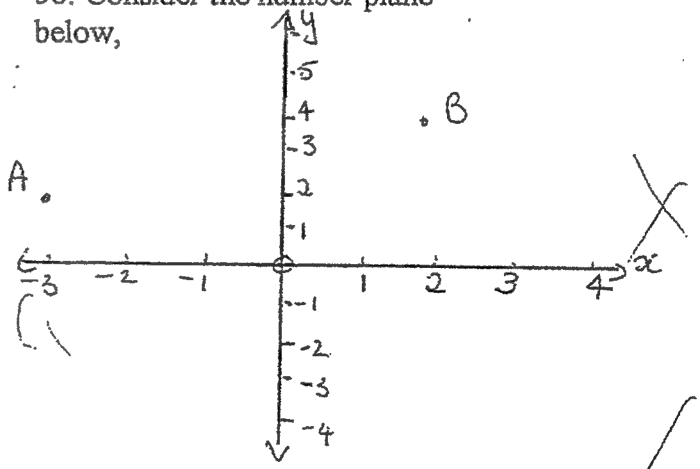
EARLY R.S.I.

ONE FINGER SKILL

THANK ALLAH

MOST KIDS CAN WALK & TALK BEFORE THEY GO TO SCHOOL.

QUESTION	ANSWER
30. Simplify the following a) 6m + 7m = b) $5a + 2b - 3a + \overset{60}{6b} =$ c) 4a x 3b d) $a^3 \times a^5 =$ e) $a^{18} \div a^{10} =$ f) $(a^6)^2 =$	a) 13m ✓ b) c) d) e) f)
31. Expand, 2 (m + 3)	
32. Write the next term 4, 12, 36, ...	52, 6– =68 ✗
33. What solid can be made from this net? 	rectangle ✗
34. Which transformation has occurred below? 	
35. Complete the following, a) 50 mm b) 7150 m	a) ____cm b) ____km

QUESTION	ANSWER
36. Calculate the perimeter of the following shapes. a)  b)  	a) 9 10 90 ✗ b)
37. On the number line below plot the points - 3 and $2\frac{1}{2}$  	✗
38. Consider the number plane below,  y 5 4 3 2 1 -1 -2 -3 -4 x -3 -2 -1 1 2 3 4 A B a) Give the coordinates of point A and point B. b) On the number plane plot the following points, P (- 1, - 2) and Q (2, - 1).	A(,) B(,)

Mathematics

Yearly Examination 1997

Year 7 - Paper B

6½/51 ←

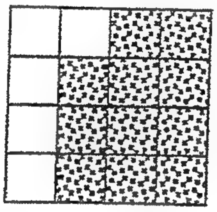
THE
WHOLE CLASS FAILED

- Ensure that your name and class are written clearly on each sheet of this test.
- Full working should be shown where space has been provided.
- Untidy work may not be marked.
- All questions should be attempted.

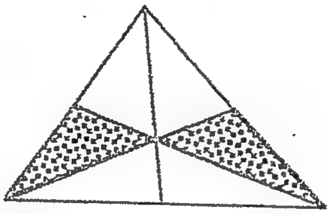
______________________________ Class: ____

each diagram, what fraction has been shaded ?

(a)



(b)



Fraction = 3 quarters $\frac{3}{4}$ X   Fraction = quarter $\frac{1}{4}$ X

If $\frac{1}{5}$ of my money is \$2.50, how much have I got altogether ? \$5.00 X

$\frac{3}{8}$ of 24 = half or 2 X

Complete: (i) $\frac{3}{4} = \frac{12}{24}$ X   (ii) $\frac{4}{5} = \frac{36}{\ }$ 13 X

Write in simplest form: (i) $\frac{35}{100} =$ 3 X   (ii) $\frac{24}{72} =$ 3 X

Write as mixed numbers: (i) $\frac{5}{4} =$ 1 X   (ii) $\frac{28}{5} =$ 1 X

te the simplest answer for each of the following:

$\frac{3}{10} + \frac{5}{10} =$ $\frac{8}{10}$ ✓ X   (b) $\frac{7}{8} - \frac{1}{8} =$ 6 ✓ X

$4 - 1\frac{1}{4} =$ 1 X   (d) $1\frac{1}{2} + 1\frac{1}{3} =$ $2\frac{10}{12}$ ✓ X

$4 \times \frac{3}{8} =$ 48 X   (e) $2\frac{1}{2} \times 1\frac{3}{5} =$ $\frac{10}{10}\ \frac{6}{10}$ $\frac{16}{10}$ X $2\frac{6}{10}$

3

VICTIMS OF THE SPIRAL CURRICULUM

[illegible]

20

22½

42½%

1991 YEARLY EXAMINATION

YEAR 9 - MATHEMATICS - ADVANCED

NAME: [redacted]

TIME ALLOWED: 2 Hours.

INSTRUCTIONS:

- * Answer PART A on the separate Answer Sheet.
- * Answer PARTS B and C on this paper.
- AUTORITARIAN * Approved calculators may be used.
- * Marks may be deducted for careless or poorly arranged work. 9 YEARS OF IT!

****

PART A (1 marks each)

1. "Slobbo" Jam is sold in four different sizes. Which represents the best value?

(a) 250 g for \$1.50 (b) 375 g for \$2.15
(c) 450 g for \$2.65 (d) 500 g for \$2.95

2. $\frac{1}{2x^3} = ?$

(a) $2x^{\frac{1}{3}}$ (b) $2x^{-3}$ (c) $\frac{1}{2}x^{\frac{1}{3}}$ (d) $\frac{1}{2}x^{-3}$

3. $0.0000562 = 5.62 \times 10^n$. $n = ?$

(a) -5 (b) -4 (c) 4 (d) 5

4. $\sqrt{16c^{16}} = ?$

(a) $4c^4$ (b) $4c^8$ (c) $8c^4$ (d) $8c^8$

skills today for tomorrow . .

Taking pride in excellence

Quality education in key learning areas

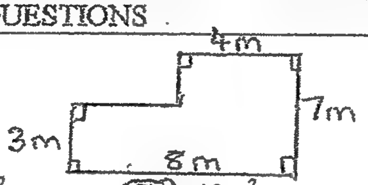
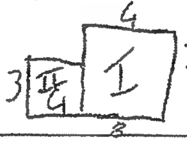
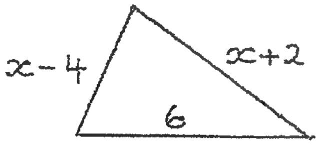
It is the role of the Principal, Teachers and Community to identify giftedness in students and provide enriched earning environments.

OOPS!

YEAR 9 INTERMEDIATE
TERM 2, 1996

NAME:	CLASS:
MARK: $\frac{15\frac{1}{2}}{40} = 39\%$	GRADE:

PART A: Circle the correct answer for each question. Use the working column for your working.

QUESTIONS	WORKING
1. What is the area of this room?  (A) $22m^2$ (B) $30m^2$ [✓ (C) $40m^2$] (D) $52m^2$	I $4 \times 7 = 28$ II $3 \times 4 = 12$  $= 40m^2$ ✓
2. \$6 is divided in the ratio 2:3. The larger part is : (A) \$2.40 [✓ (B) \$3.60] [✓ (C) \$4.00] (D) \$9.00	$\frac{2}{3} \times 6$ $= \$4.00$ ✗
3. In a choir of 40 students, 24 are girls. What percentage of the choir is boys? [✓ (A) 40%] (B) 60% (C) $33\frac{1}{3}\%$ (D) $66\frac{2}{3}\%$	$40 - 24 = 16$ $16/40 = 2/5$ $= 0 \cdot 4$ $A = 40\%$ ✓
4. Simplify $\frac{3+6d}{3}$ [✓ (A) $1+2d$] [✓ (B) $3+2d$] (C) $1+6d$ (D) $6d$	~~$5/3$~~ ✗
5.  The perimeter of this triangle is : (A) x^2+4 (B) x^2+12 [✓ (C) $2x+4$] (D) $2x+12$	$6+2-4=4$ $x+x=2x$ $= 2x+4$ ✓
6. $3x - 2(x-4) =$ (A) $x-4$ [✓ (B) $x+4$] (C) $x-8$ [✓ (D) $x+8$]	$3-2=1$ $1 \times x = x + 1 \times 4 = 4$ $x + 4$
7. 200g of coffee sells for \$3.80. Which of the following is equivalent to this? [✓ (A) 1kg for \$1.90] (B) 50g for \$0.90 [✓ (C) 300g for \$5.70] (D) 500g for \$9.05	✗
8. Simplify $\frac{a^5}{b} \times \frac{a^2}{b}$ (A) $\frac{a^7}{b}$ (B) $\frac{a^{10}}{b}$ [✓ (C) $\frac{a^7}{b^2}$] (D) $\frac{a^{10}}{b^2}$ 153.	✓

THE TRAVESTY OF EDUCATION

SEVENTH APPLICATION OF PARKINSON'S LAW: MORE FUN THAN MATHS

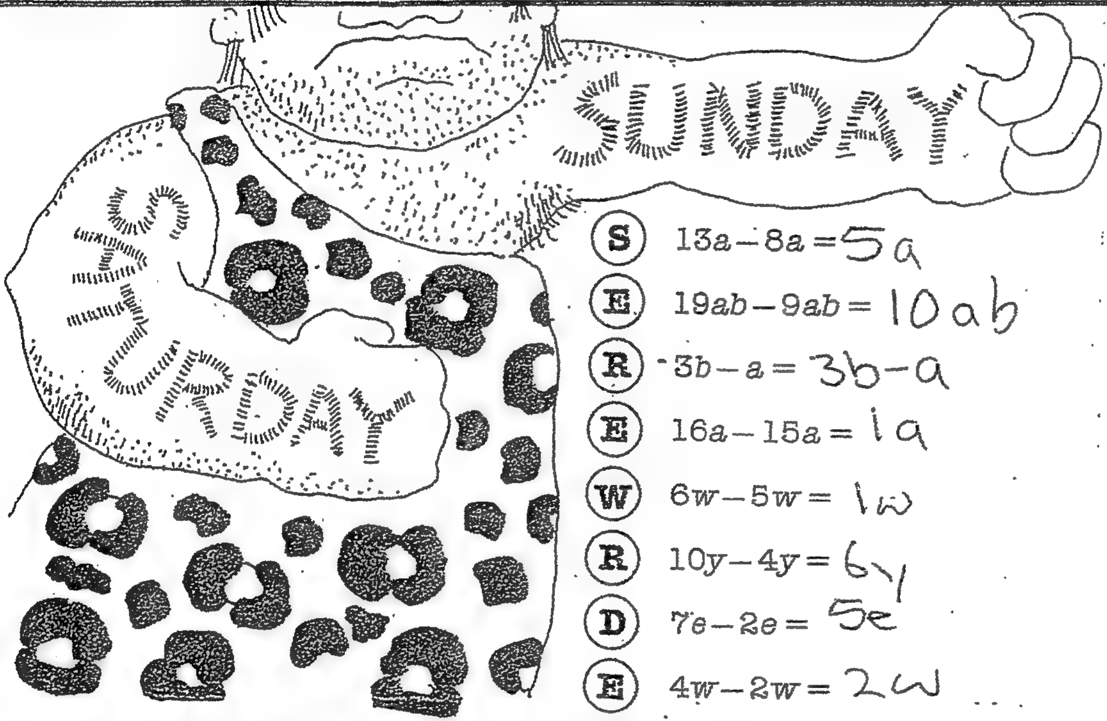
THE BOTTOM LINE IS NOT TO TEACH MATHS AT ALL. THE PRIMARY AIM IS TO SELL COMPUTERS; TO SELL THE IDEA THAT HAVING ONE MEANS POSSESSING KNOWLEDGE AND PASSING EXAMS.
THE COMPUTER GODS CREATE MORONS FOR THE EXPERTS TO FEED ON: SURVIVAL OF THE FITTEST.

CANNIBALISM : CLEAN AND PRACTICAL WARFARE.

NUCLEARISM : TOTAL DESTRUCTION.

EDUCATION : A SMILING BULLET.

Why are Saturday and Sunday so strong?



Answer the questions and find the code.

T $25a-18a=7a$
U $30h-20h=10h$
T $8y-6y=2y$
A $13r-4r=9r$
E $3mk-2mk=1mk$
C $16a-12a=4a$
E $26w-12w=14w$
H $9ab-6ba=3ab$

S $13a-8a=5a$
E $19ab-9ab=10ab$
R $3b-a=3b-a$
E $16a-15a=1a$
W $6w-5w=1w$
R $10y-4y=6y$
D $7e-2e=5e$
E $4w-2w=2w$
A $13a-4a=9a$
B $9mk-3mk=6mk$
E $15h-8h=7h$
K $17y-9y=8y$
E $6r-4r=2r$
S $12e-9e=3e$
Y $5y-4y=1y$
A $7ab-2ab=5ab$
S $a-b=a-b$

'DO AS YOU'RE TOLD!'

E	I	C	A	U	S	e	T	H	e	r	e	S	T
6mk	a	4a	5ab	10h	5a	2r	7a	3ab	2w	6y	10ab	3e	2y

a	R	E	W	e	e	K	d	a	e	S
9r	3b−a	14w	w	7h	mk	8y	5e	9a	y	a−b

IF WHAT WAS SAID WERE IMPLEMENTED, EVERYONE WOULD BE A GENIUS.

It is each school's obligation to respond to differentiated abilities with differentiated education programs.

MORE PUPIL-FREE DAYS.

BY THE TIME STUDENTS HAVE SOLVED THE RIDDLE, THEY HAVE FORGOTTEN WHAT THE TOPIC WAS.

Since nobody understands these definitions, they are written on the blackboard and copied into the workbooks: I ck to square one; worse if copying is done while thoughts are elsewhere or writing is atrocious.

Similarity

YEAR 8

Two shapes are said to be similar if they have the same shape. That is all corresponding angles are the same size and corresponding sides aren't necessarily equal but in the same ratio

SO WHAT?

We are now able to use Pythagoras Theorem to find the unknown side if it is the longest side, or one of the short sides.

Draw an arrow from the right angle to the hypotenuse ?

If it is a letters add $c^2=a^2+b^2$!!

OR If it is a number minus $a^2=c^2-b^2$??

As with any prism to find the volume simply find the area of the end and multiply this by the height of the prism

CAN WE NOW DO IT?

Rates

We already know that a ratio is

of 2 quantitie. A rate is a type ra

Second quantity is always 1

a comparison

tio but the

---

① A Ratio is a comparison of 2 like quantities. In the example above were comparing the volume of cordial needed to mix with the volume of water.

ADVANCED
123. MATHS
YEAR 8

TRIVIA *TEST*

of 18 = 9 ✓
of 18 = 6 ✓
of 18 = ~~6~~ x
$\times \frac{1}{5}$ = ~~15~~ 3 x
$- \frac{1}{5}$ = $\frac{3}{5}$ ✓
$- 3 \times \frac{1}{5}$ = 2 ✓
= $\frac{2}{8}$
$- \frac{1}{8}$ = 4 x
$\div \frac{1}{8}$ = ...
of $\frac{3}{4}$ = ...

1 IX = ~~49~~ x
2 XXIV = 24 ✓
3 LXXI = ~~521~~ x
4 XLII = 42 ✓
5 XCIV = 10 104 x
6 CCXL = 240 ✓
7 CDXC = 49 x
8 MDLV = 1555 ✓
9 MCMXC = 1990 ✓
10 MCDIV = 144 x

Write in figures: *AGAIN*
1 Four thousand and eighty: 4 018 ✓
2 Six, and thirty-five hundredths: 635 x
3 Forty-six thousand and nineteen: 46 019 ✓
4 Seven hundred and three thousandths: 703 000 ✓
5 Three hundred and fifty-six thousand and eleven: 356 011
6 Half a million: 500 000 ✓
7 Four million, twenty thousand and twelve: 4 020 012 ✓
8 Three hundred, and five thousandths: 305 000 x
9 2.75 million: 2 750 000 ✓
10 1.006 million: 1 006 000 ✓

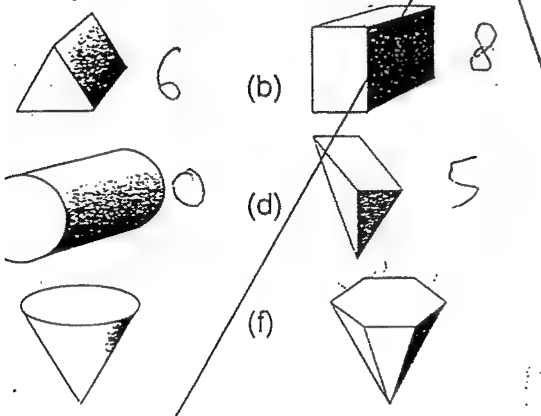
STUPID EXERCISE

1 36 + 47 = $\boxed{47}$ + 36
2 26 − 9 = $\boxed{27}$ − 10 ✓
3 2 × 28 = 4 × $\boxed{14}$ ✓
4 24 − 4 + 4 = 24 ✓
5 72 ÷ 6 = ($\boxed{60}$ + 12) ÷ 6 ✓
6 5 × 74 = $\boxed{37}$ × 10 ✓
7 120 ÷ 5 = $\boxed{240}$ ÷ 10 ✓
8 85 + 78 = $\boxed{150}$ + 13 ✓
9 144 ÷ 16 = $\boxed{72}$ ÷ 8 ✓
10 555 − 198 = $\boxed{557}$ − 200

PUZZLE: I.Q.

1 8, 16, 24, 32, $\boxed{40}$ ✓
2 65, $\boxed{60}$, 55, 50, 45 ✓
3 59, 62, ☐, 68, 71
4 4, 8, 16, $\boxed{32}$, 64 ✓
5 48, 24, 12, 6, $\boxed{3}$ ✓
6 $2\frac{1}{2}$, 5, $7\frac{1}{2}$, ☐, $12\frac{1}{2}$
7 20, $19\frac{1}{2}$, 19, $\boxed{18\frac{1}{2}}$, 18 ✓
8 64, 81, 100, ☐, 144
9 2, 6, 18, $\boxed{54}$, 162 ✓
10 0.002, 0.02, 0.2, ☐, 20

many vertices has each solid?



many edges has each solid above?
(b) 8 (c) 0 (d) 5 (e) 1 (f) 7

many surfaces has each solid above?
✓ (b) 6 (c) 3 (d) 5 (e) 2 (f) 7

a solid shape that has 2 flat surfaces
1 curved surface. cylinder ✓

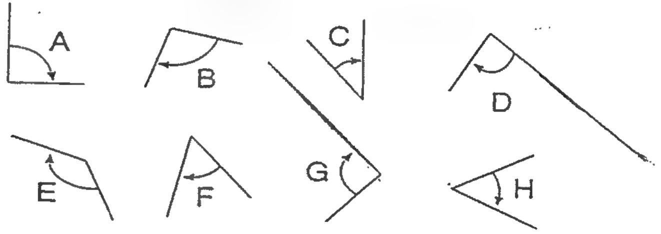
AGAIN

1 VII = 7 ✓
2 XIII = 13 ✓
3 IX = 9 ✓
4 IV = 4 ✓
5 XXIV = 24 ✓
6 L = 50 ✓
7 XL = 60 x
8 CXXX = 130 ✓
9 XCIV = 94 ✓
10 DCLX = 660 ✓

1 $\frac{1}{2}$ of 24 = 12 ✓
2 $\frac{1}{3}$ of 24 = 8 ✓
3 $\frac{3}{4}$ of 8 = 6 ✓
4 $2 \times \frac{1}{4}$ = $\frac{2}{4}$ ✓ $\frac{1}{2}$
5 $1 - \frac{2}{3}$ = $\frac{1}{3}$ ✓
6 $\frac{1}{2} + \frac{1}{4}$ = $\frac{3}{4}$ ✓
7 $1 - 3 \times \frac{1}{4}$ = $\frac{1}{4}$ ✓
8 $6 \times \frac{1}{2}$ = 3 ✓
9 $\frac{2}{3}$ of 24 = 16 ✓
10 $1\frac{1}{2} \div \frac{1}{4}$ = ...

YEAR 7.

Problem solving *OR MASS PRODUCTION*?



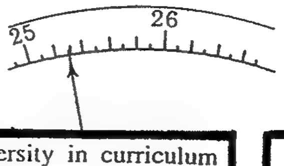
e in figures;
hundred and fifty-eight: 658 ✓
thousand and seventeen: 2 017 ✓
y-two thousand: 42 000 ✓
ee hundred and six thousand: 306 000 ✓
enty thousand and ninety-eight: 7098 x
e million: 1 000 000 ✓
million and fifty-three: 2 000 053 ✓
f a million: ~~75 000~~ 250 000 ✓
million: .. ....
million: 12 700 000 ✓

USELESS ROTE LEARNING

Of the angles above, which are:
(a) right angles? A ✓ (b) acute angles? C, D, H, F, G
(c) obtuse angles? B, E, ~~G~~.

e diagram shows part of a scale of a
asuring device. The arrow indicates a
ding of

(A) 25.03 x (B) 25.15 (C) 25.3
(D) 25.6 (E) 25.25



AFTER 4 YEARS OF DISCOVERY AND INVESTIGATION.

USUAL PROPAGANDA

It's this diversity in curriculum and learning environments that promotes students as skilled, flexible leaders able to adapt to change.

PURGATORY

7. The number halfway between $\frac{1}{3}$ and $\frac{1}{5}$ is

x [✓ (A) $\frac{1}{4}$] (B) $\frac{8}{15}$ (C) $\frac{2}{15}$ (D) $\frac{4}{15}$ (E) $\frac{1}{2}$

AFTER 4 YEARS OF CUTTING UP ORANGES.

EAR 7D

38%

If $x = 6$, $3x - 4$ = 6 X

$y + y$ = 2 X

Answer True or False

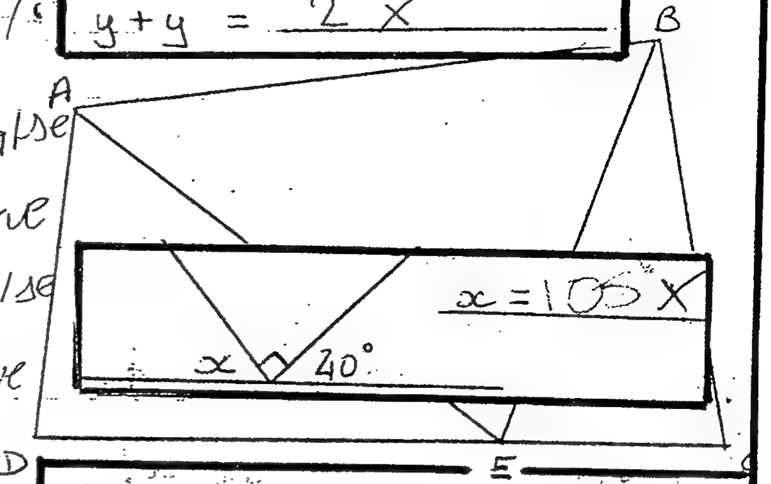
a) ∠ ADE is obtuse True X False

b) ∠ EBA is acute False X True

c) ∠ CBA is reflex True X False

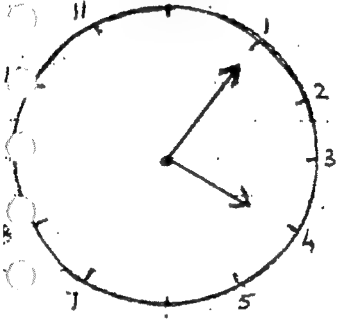
) ∠ DAB is obtuse false X True

e) ∠ BCE is a Right-angle True X False



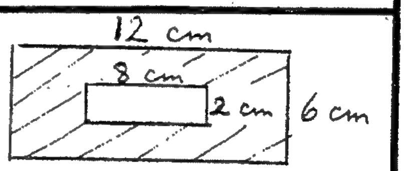
x = 105 X

Complement of 40° = 80 X



22. What size is the angle between the 2 hands 55° X

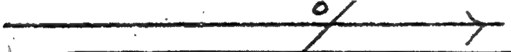
$\frac{5}{9}$ as a percentage to the nearest whole number = 60% X



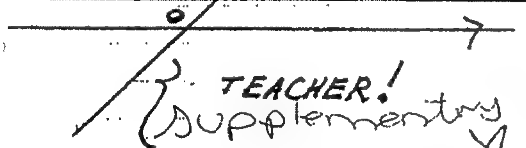
Area = 88cm X

hat is the name of the angles marked

6. $\frac{1}{3}$ of 75 = 225 X



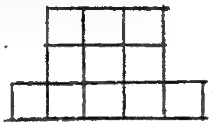
2a + 3a − a = 5 X



TEACHER! supplementary X

Complementary

b)



Area = 2.5 X

Divide $45 between Sam and Jason, so that Jason gets $7 more than Sam.

29 50 Jason

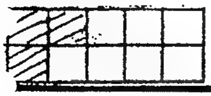
12 50 Sam

X

of 5200 = 45 X

% as a decimal = .9 X

hat percentage is aded? = 3% X



Number of Hexagons	1	3	8	25
Number of matches	6	18	48	15

Describe the pattern using algebra. [illegible] X

Jane's mark in a test was 64 out of 80. What percentage is this?

X $\frac{84}{100}$

Find the value for each letter. Each letter stands for a different digit from 0-9.

```
 TWO
 TWO
FOUR
```

X

260.

STILL BREASTFEEDING IN YEAR 12

DO YOU UNDERSTAND ? YES , YES , YES . ?

CAN YOU NOW DO IT ? NO , NO , NO .

THERE IS NO CLICK, HENCE NO LEARNING

NECESSARY WORKING

NO! COMPULSORY INCOMPETENCE.

(v) If a quantity is to be

increased by 16%, we multiply it by $\boxed{(100 + 16)\% = 116\%}$ = 1.16;

decreased by 16%, we multiply it by $\boxed{(100 - 16)\% = 84\%}$ = 0.84.

When \$839 is increased by 16%, we obtain \$(839 x 1.16); when in turn this quantity is decreased by 16%, the result is \$(839 x 1.16 x 0.84). Using a h.c., final answer = \$817.52 # (to nearest cent).

BLAA, BLAA, ...

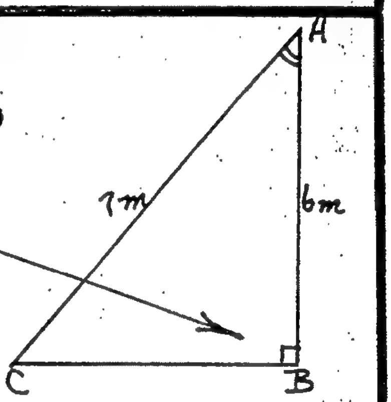
{Alternatively, we could obtain \$839 x 1.16 = \$973.24 (h.c.)(i.s.) and then use the memory before multiplying by 0.84.}

Using the codeword SOHCAHTOA in the right-angled triangle ABC, in which B = 90^0, then

$\cos A = \frac{AB}{AC} = \frac{6}{7}$ and ∴ A = 31^0# (h.c.) to nearest ^{0}. YEAR 9

~~By Pythagoras' Theorem, $BC^2 = AC^2 - AB^2 = 7^2 - 6^2$~~

∴ BC = $\sqrt{49 - 36} = \sqrt{13}$ = 3.61m #, to 2 dec. places YEAR 7



{*Alternatively*, *sinA* = $\frac{BC}{AC} = \frac{BC}{7}$, ∴ BC = 7*sinA* ≑ 3.61m †

or *tanA* = $\frac{BC}{AB} = \frac{BC}{6}$, ∴ BC = 6*tanA* ≑ 3.61m †

† *Note, we use the calculator display for A, from (a), rather than the approximation A = 31⁰.*}

THIS BRILLIANT AUTHOR CAN'T SHUT UP !

(a) $(\tfrac{1}{2})^2 + (2\tfrac{1}{2})^3 = \tfrac{1}{4} + (\tfrac{5}{2})^3 = \tfrac{1}{4} + \frac{125}{8} = \frac{2+125}{8} = \frac{127}{8} = 15\frac{7}{8}$ #

OR, by calculator

$(\tfrac{1}{2})^2 + (2\tfrac{1}{2})^3 = (0.5)^2 + (2.5)^3 = 0.25 + 15.625 = 15.875$ #

(b) Noting the Index Rule, $a^{-n} = 1/a^n$, then $2^{-3} = 1/2^3 = 1/8$

Thus $3^2 + 2^{-3} = 9 + \frac{1}{8} = 9\frac{1}{8}$ *or* $3^2 + 2^{-3} = 9 + \frac{1}{8} = 9 + 0.125$ (h.c.) = 9.125 #

STUPID ! WHAT ELSE; LAWNMOWER ?

By multiplying both sides by x or by cross-multiplying,

$\frac{x-1}{x} = 5$, i.e. $\frac{x-1}{x} = \frac{5}{1}$ then $x-1 = 5x$ YEAR 8

e. $-1 = 5x-x$, i.e. $-1 = 4x$, i.e. $4x = -1$, i.e. $x = -1/4$ #

INCREDIBLE!

MENTALLY

$12^2 = 5^2 + x^2$

$x^2 = 12^2 - 5^2$

$= 144 - 25$

$= 119$

$x = \sqrt{119}$ m

= 10.9087 . . . (by calc.)

≑ 10.9 m.

ercentage occupied = $\frac{380}{3328} \times 100$

≑ 11%

RESISTANCE TO CHANGE!

EFFICIENCY: 380÷33.28

PEDAN

15 – PYTHAGORAS THEOREM

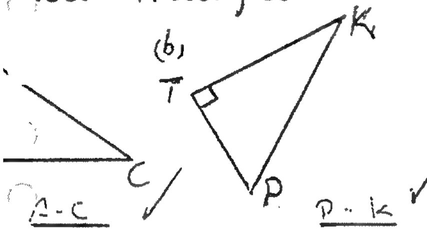
$\frac{47\frac{1}{2}}{57}$ ✓ = 83%

Name:

mplete this sentence:

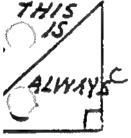
ypotenuse is the
pposite the right angle ✓

ch is the hypotenuse
each triangle?



A - C ✓ P - K ✓

cle the correct statement:
EVIOUS!


THIS IS
ALWAYS
c
a

A: $a^2=b^2+c^2$

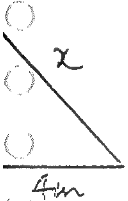
B: $b^2=a^2+c^2$ ✓

C: $c^2=a^2+b^2$

HE MAKES THEM LEARN THIS!

ch question find
lue of the pronumeral,
ec. place if necessary.

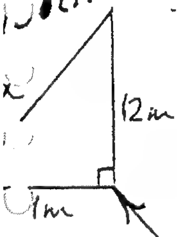
FAMOUS
3.4.5



✓

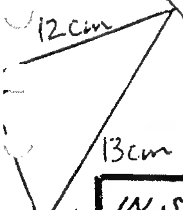
OPPY,
OCTRINATED HABIT

TRIAD
9.12.15



✓

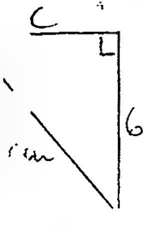
TRIAD
5.12.13



$a^2 = 25$

$a = 5$ ✓

IN SCHOOLS,
EXCELLENCE ≠ ACCEPTED



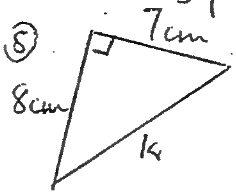
$c^2 = 9^2 - 6^2$

$c^2 = 81 - 36$

$c^2 = 45$

$c = \sqrt{45}$

$c = 6.7$ m ✓



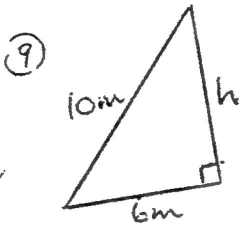
$k^2 = 8^2 + 7^2$

$k^2 = 64 + 49$

$k^2 = 113$

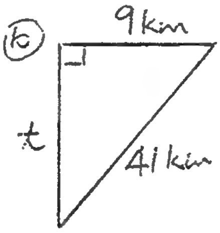
$k = \sqrt{113}$

$k = 10.6$ cm ✓



TRIAD
6.8.10

✓



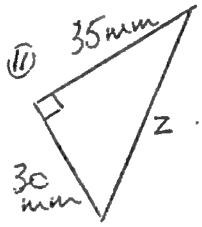
TRIAD
9.40.41

$t^2 = 41^2 - 9^2$

$t^2 = 1600$

$t = \sqrt{1600}$

$t = 40$ km ✓

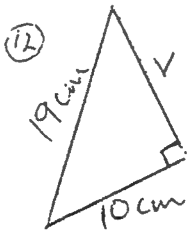

⑪
35mm
30mm
z

$z^2 = 35^2 + 30^2$

$z^2 = 1225 + 900$

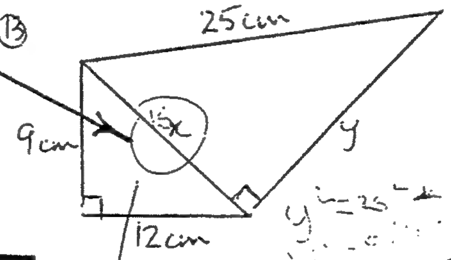
$z^2 = 2125$

mm ✓


⑫
19cm
v
10cm

cm ✓

Find the values of x
and y from this diagram


⑬
25cm
9cm
15
x
y
12cm

$y^2 = 25^2 - 15^2$

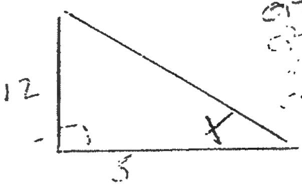
✓

how did
you get this
answer?

I TAUGHT HIM THE TRIAD
BESIDES,
HE JUST SHOWED YOU.

18½ ✓

⑭ An army troop march
north for 12km, then east f
5km. How far is the troop
from its starting point?

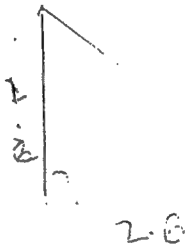


$a^2 = 12^2 + 5^2$

4

The army is 13km
from ✓

⑮ A rectangular gate
measures 2·6m by 1·2m.
What is the length of its
diagonal brace? (2 dec. plac



$a^2 = 8.2$

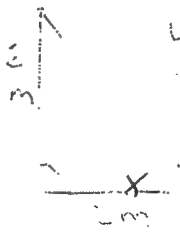
$a = \sqrt{8.2}$

$a = 2.8$ ✓

5

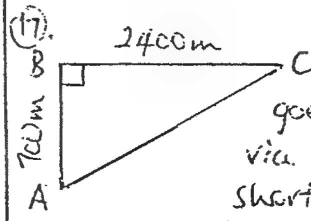
✓

⑯. A 6 metre extension lad
is placed against a wall wit
the foot of the ladder 2m
from the base of the wall.
How far up the wall doe
the ladder reach? (Answe
to 1 decimal place).



3.

x


⑰.
2400m
B
C
700m
A

Jeremy
goes from A to
via B. How mu
shorter if he we
directly from A to C?

x

OF COURSE

13

PYTHAGORAS

Pythagoras' Theorem

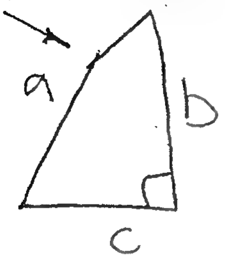
TRY TO SAY IT WITHOUT A LISP!

PEDANTIC JARGON

NO FLEXIBILITY

A greek mathematician

His theorem is the most famous in Geometry



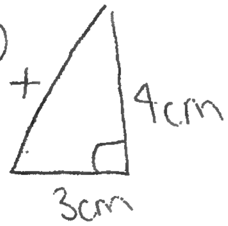
It says

$a^2 = b^2 + c^2$

HE WOULD TURN OVER IN HIS NECROPOLIS!

COMPULSORY MARGIN

e.g ①



$x^2 = 3^2 + 4^2$

$x^2 = 9 + 16$

$x^2 = 25$

$x = \sqrt{25}$

$x = 5$

MENTALLY: 5

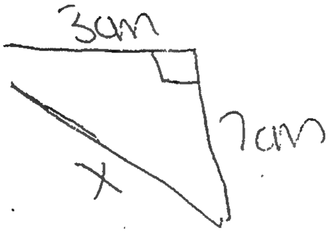
EXCELLENCE

OR

PROCESS WORK

TO KEEP KIDS QUIET?

②

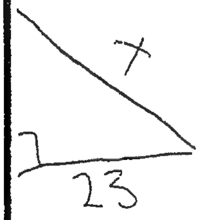


$x^2 = 3^2 + 7^2$

$x^2 = 9 + 49$

$x^2 = 55$

$\boxed{x = \sqrt{58}} = 7.6157$



$x^2 = 17^2 + 23^2$

$x^2 = 289 + 529$

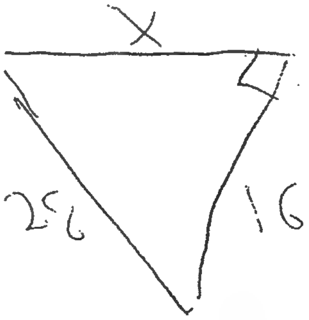
$x^2 = 818$

$x = \sqrt{818}$

$x = 28.600699$

$x = 29$

INSANE



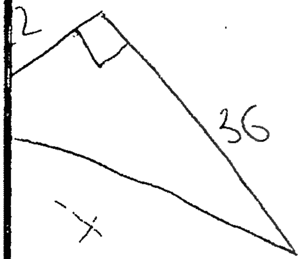
$x^2 = 16^2 + 28^2$

$x^2 = 256 + 784$

$x^2 = 1040$

$x = \sqrt{1040}$

$x = 32$



$x^2 =$ [illegible] $22^2 + 36^2$

$x^2 = 484 + 1296$

$x^2 = 1780$

$x = \sqrt{1780}$

$x = 42$

SHOW WORKING

COMPULSORY TIME WASTING

IMMORAL: 'STUDENTS' MUST PROVE THAT THEY DIDN'T COPY; THEY MUST PROVE THEIR INNOCENCE WHILE SIR ENJOYS HIS COFFEE.

(m) 267 − 182

(o) 405 − 322

(q) 4602 − 3112

(s) 7291 − 3285

(n) 315 − 223

(p) 607 − 488

(r) 5076 − 4372

(t) 6473 − 4465

ONLY IN BOOKS DO THEY SET IT UP FOR YOU.

Whole Number Arithmetic

Maths 7

2 Calculate the following:

(a) 727 − 348
(c) 318 − 149
(e) 404 − 366
(g) 580 − 496
(i) 2370 − 1285
(k) 3502 − 2435
(m) 6152 − 4344
(o) 8237 − 7529
(q) 15,074 − 7432
(s) 12,703 − 7653
(u) 16,240 − 7035
(w) 23,563 − 17,482
(y) 20,159 − 13,557

(b) 654 − 267
(d) 523 − 275
(f) 601 − 572
(h) 821 − 754
(j) 3460 − 1382
(l) 7105 − 6027
(n) 5285 − 3677
(p) 6471 − 5562
(r) 11,175 − 8524
(t) 14,506 − 9426
(v) 17,530 − 9023
(x) 25,372 − 18,263
(z) 22,063 − 17,323

AFTER 6 YEARS OF NEW MATHS, BACK TO OLD MATHS

COMPULSORY NEW MATHS

3. Find the difference in each of the following:

(a) 1052 − 856
(c) 2713 − 1748
(e) 3204 − 2756
(g) 4615 − 3657
(i) 10,523 − 7615
(k) 13,071 − 6253
(m) 15,304 − 14,873
(o) 23,015 − 21,342
(q) 40,802 − 36,571
(s) 12,000 − 6471
(u) 27,000 − 18,364
(w) 104,000 − 82,061
(y) 317,000 − 240,607

(b) 1104 − 625
(d) 2631 − 1653
(f) 5307 − 4279
(h) 8023 − 7645
(j) 10,307 − 8532
(l) 12,305 − 4268
(n) 17,029 − 15,3
(p) 26,715 − 21,3
(r) 50,027 − 31,2
(t) 10,000 −

Emma 206
Scott 118
088

Peter 200
Ian 139
061

Article	Marked Price
T.V. Set	$640.00
Lawn Mower	$245.00
Bicycle	$130.00
Electronic Game	$ 42.00
Table Tennis Table	$118.00

Find the difference between

Find the result when 714 is

Find the difference between

Find the result when 186 is subtracted from 7003.

Find the difference between 350 and 2425, and then subtract 1067.

Subtract 77 from the difference between 5206 and 3471.

Find the difference between the sum of 56 and 875, and 1204.

Find the difference between the sum of 230 and 1607 and the sum of 2065 and 88.

A farmer has 247 sheep. If he sells 8

A boy has 68 marbles, but he loses

A man buys a car for $3750. Two y

A school has a total of 759 student

students remain at the school?

A motel has accomodation for 720 guests. On Friday night it was booked out, on Saturday 136 people checked out and then on Sunday a further 342 people checked out. How many people remained in the motel on

(a) Saturday night

USED CAR SPECIALS	
Datsun	$7986
Holden station wagon	$8195
Ford	$8324
Toyota station wagon	$6879

YEAR 7, NOT YEAR 3!

eight.

n.

is equal to seventeen.

equals nine.

s fifteen.

is thirteen.

d five is twelve.

(j) The total of seven, two and three is twelve.
(k) Eight subtract three equals five.
(l) Ten subtract nine equals one.
(m) Six subtracted from eleven is five.
(n) Eight subtracted from twenty is twelve.
(o) Thirteen take away six equals seven.
(p) Twenty-seven take away nine equals eighteen.
(q) Eighteen minus ten equals eight.
(r) Seventy-eight minus seventy-three equals five.
(s) The difference between seven and three is four.
(t) The difference between eighty-eight and eight is eighty.

BABY TALK: FISH & CHIPS

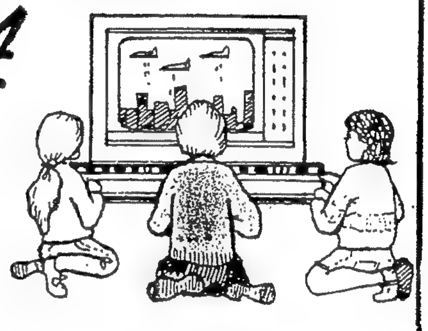
Rewrite the following statements using mathematical symbo

(a) Three multiplied by nine equals twenty-seven.
(b) Eight multiplied by nine equals seventy-two.

YR. 4.

Claire 967
Emily 236
731

Jason 807
Kylie 760
04



Subtract to compare these scores

To review subtraction with internal zeros

Amy bought a de luxe ice cream. She had enough money left to buy an ice cream with nuts. How much money did she start with?

SUBLIMINAL ADVERTISING

Consumer Arithmetic

A video game set costs $126. If you buy a set with 3 game cartridges costing $19, $27 and $36, how much would you have to pay?

Which bikes cost about $100 and which bikes cost about $200?

HOW TO CREATE MORE QUESTIONS?

ving new names to old names and then ask the meaning of new names in term of old ones:

duct means x   Quotient means ÷   Sums means +   Difference means - .

equently, the publisher can add a few more pages to his book. You get it?

e asks the author to hide the real sums like Easter eggs, the resulting short stories will not only double size of the book, but they can also help to sell a way of life through cunning LIMINAL ADVERTISING.

E USE OF A GREAT VARIETY OF MULTICULTURAL NAMES HELPS TO IDENTIFY IN ER TO REINFORCE THE INDOCTRINATION.

PERCENTAGES

Discount

Vhen goods are bought or sold they are sometimes offered at a reduced price. The reduction n price is called a *discount* and is usually expressed as a *percentage* of the marked price.

xample

A television set is marked at $400. The electrical store is offering 10% discount at their sale. Find
a) the discount in dollars; (b) the amount paid for the television set.

olution

a) Discount $= 10\%$ of marked price
$= 10\%$ of \$400
$= \frac{10}{{}_1\cancel{100}} \times \frac{\cancel{400}^4}{1}$
$=$ \$40

(b) Amount paid $=$ Marked price $-$ Discount
$=$ \$400 $-$ \$40
$=$ \$360

SHOW WORKING
COMPULSORY
INCOMPETENCE: 1 MARK

ALL THIS MENTALLY:

$360
½ MARK

Discount = percentage of the marked price
Amount paid = marked price - discount (in dollars)

YEAR 8

ommission $= 12\%$ of \$800
ATHETIC $= \frac{12}{{}_1\cancel{100}} \times \frac{\cancel{800}^8}{1}$
$=$ \$96
e salesman earns \$96.

THIS IS WHAT YOU HAVE TO DO WHEN YOU ARE JACK OF ALL TRADES, BUT MASTER OF NONE! (SPIRAL CURRICULUM). MENTALLY: 12×8=96

lany percentages involve fractions.
onsider $3\frac{1}{2}\%$.
% means $3\frac{1}{2}$ out of 100 and written as a fraction, is $\frac{3\frac{1}{2}}{100}$.
ow $\frac{3\frac{1}{2}}{100}$ can also be written as $3\frac{1}{2} \div 100$.

$$\frac{3\frac{1}{2}}{100} = 3\tfrac{1}{2} \div 100$$
$$= \frac{7}{2} \div \frac{100}{1} \quad \text{writing as improper fractions}$$
$$= \frac{7}{2} \times \frac{1}{100} \quad \text{inverting second fraction and multiplying}$$
$$= \frac{7}{200}$$

herefore $3\frac{1}{2}\% = \frac{7}{200}$.

A PURPOSELESS EXERCISE.

ONLY IN MENTALS

LIKE

12½% OF 96

THINK 1/8 OF 96 = 12 WRITE

SHOW WHAT IT DOES, NOT WHAT IT IS.

hus 9% is read nine percent and means *nine out of one hundred.*

RESISTANCE TO CHANGE

IF A SHIRT COSTS $20, DON'T TELL ME HOW MUCH IT IS IN PESETAS.

Since 9% means 9 parts out of 100 parts, 9% can be written as $\frac{9}{100}$.

WHY SHOULD IT?

Similarly 10% means 10 out of 100 and can be written as the fraction $\frac{10}{100}$.

However the fraction $\frac{10}{100}$ can be simplified.

$\frac{\cancel{10}^1}{\cancel{100}_{10}} = \frac{1}{10}$ cancelling by 10

Therefore $10\% = \frac{10}{100} = \frac{1}{10}$

YEAR 8: HOW MANY TENS IN 100.

$60\% = \frac{\cancel{60}^6}{\cancel{100}_{10}}$ 60 out of 100 cancelling by 10
$= \frac{\cancel{6}^3}{\cancel{10}_5}$ cancelling by 2
$= \frac{3}{5}$

SPOON FED DISCOVERY

PURPOSE: (MENTALLY) 60% OF 125 THINK 3/5, SAY 75

A percentage is indicated by the symbol % and means a fraction out of one hundred
E.g. 11% = 11/100
The fraction should be written in simplest form.
E.g. 5% = 5/100 = 1/20

ROTE LEARNING

116.

In a class of 32 students 6.25% wear glasses, and $12\frac{1}{2}\%$ are blonde. Find how many students wear glasses and how many are blonde?

THIS IS WHY BOOKS GET THICKER:

Solution

Number of students who wear glasses $= 6.25\%$ of 32

$$= \frac{6.25}{100} \times 32$$

$$= 0.0625 \times 32$$

$$= 2$$

Therefore 2 students in the class wear glasses.

YEAR 7

$$\begin{array}{r} 0.0625 \\ \times \quad 32 \\ \hline 1250 \\ 18750 \\ \hline 2.0000 \end{array}$$

$\frac{1}{8}$ OF $32 = 4$

6.25 X .32 (CALCULATOR)

SILLY. BESIDES, NOT MANY CAN DO IT.

Number of students who are blonde $= 12\frac{1}{2}\%$ of 32

$$= \frac{12\frac{1}{2}}{100} \times 32$$

COMPULSORY CRUTCH FIGURES

$$= (12\tfrac{1}{2} \div 100) \times 32$$

$$= \frac{25}{2} \times \frac{1}{100} \times \frac{32}{1}$$

$$= 4$$

Therefore 4 students in the class are blonde.

To find a given percentage of an amount:

(a) write the percentage as a fraction;

(b) multiply by that fraction.

E.g. 25% of 80 = 25/100 x 80 = 20

MENTALLY: THINK $\frac{1}{4}$, SAY 20

30% shaded

To find the percentage unshaded we must find 100% − 30%

$$100\% - 30\% = \frac{100}{100} - \frac{30}{100}$$

$$= \frac{100 - 30}{100}$$

$$= \frac{70}{100}$$

$$= 70\%$$

YEAR 7

Now shaded part + unshaded part = whole

i.e. 30% + 70% = 100%

YOU HAVE TO SEE IT TO BELIEVE!

THIS IS WORSE THAN THE WORST IRISH- OR ETHIOPIAN JOKE!

IS THIS EXCELLENCE IN TEACHING AND LEARNING?

SAFE, CHALLENGING AND CREATIVE SCHOOLS.

Thus to calculate the unshaded part we could have subtracted the percentage shaded from the whole.

I.e. percentage unshaded = 100% − percentage shaded

= 100% − 30%

= 70%

$$\frac{11}{300} = \frac{11}{300} \times \frac{100}{1}\% \quad \text{multiplying by } \frac{100}{1}$$

$$= \frac{11}{3}\% \quad \text{cancelling by 100}$$

$$= 3\tfrac{2}{3}\% \quad \text{expressing the answer as a mixed number.}$$

MENTALLY: $\frac{11}{3} = 3\frac{2}{3}\%$, BUT WHY?

A percentage may be expressed as a decimal.

Consider 12.5%. = .125 ROUTINE

12.5% means 12.5 out of 100 and written as a fraction is $\frac{12.5}{100}$.

However fractions must have whole numbers in both the numerator and denominator. Therefore we must find an equivalent fraction with whole numbers:

$$\frac{12.5}{100} = \frac{12.5 \times 10}{100 \times 10} = \frac{125}{1000}$$

Simplifying,

$$\frac{125}{1000} = \frac{25}{200}$$

$$= \frac{5}{40}$$

$$= \frac{1}{8}$$

AFTER ALL THIS

Therefore $12.5\% = \frac{1}{8}$

$$\frac{7}{12} = \frac{7}{12} \times \frac{100}{1}\%$$

$$= \frac{175}{3}\%$$

$$= 58\tfrac{1}{3}\%$$

WHY CONVERT

$\frac{7}{12}$ OF $48 = 28$

$$\frac{3}{20} = \frac{3}{20} \times \frac{100}{1}\% \quad \text{multiplying by } \frac{100}{1}$$

$$= \frac{15}{1}\% \quad \text{cancelling by 20}$$

$$= 15\%$$

MENTALLY:

$3/20$ OF $60 = 9$

BUT WHY?

Gazette, Wednesday, April 24, 1996

HOW ON EARTH CAN YOU PLOT THE FUTURE IF YOU DON'T EVEN SEE HOW BAD THE PRESENT IS?

St Monica's plots future

RICHMOND'S ST Monica's Primary School community came together for a celebration Mass last week to mark the launch of the school's mission document of aims and goals.

Celebrated by parish priest Father Michael O'Callaghan, the occasion was a milestone for the school, setting out its philosophies and plans.

Special guests included Macquarie MP Kerry Bartlett, Londonderry MP Paul Gibson, Chisolm Catholic School Principal Ian Jordan, representatives from the Catholic Education Office and parent groups.

The Mission Document is based on five main ideas: the celebration of faith; dignity of each person; support for learning; building partnerships; and providing excellence in teaching and learning. School principal John Laffin said teachers, parents and students had taken 12 months to prepare the document.

He said the mission statement was a response to a Catholic Education Office document, "Touching the Future". A three-year structural plan would now be put in place to help the mission statement become reality.

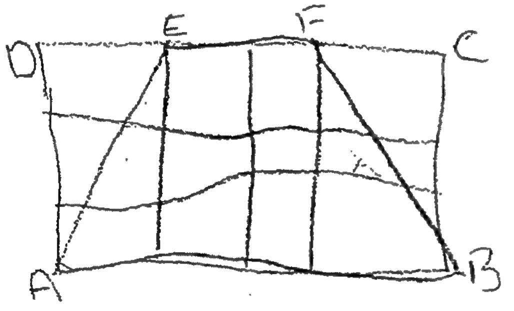
OLYMPIADS CONTEST

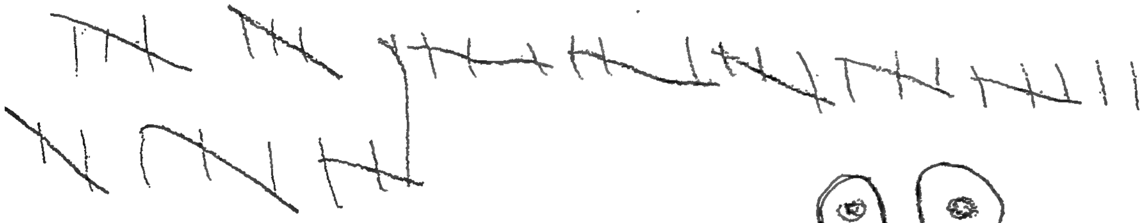
EXCELLENCE & EQUITY!

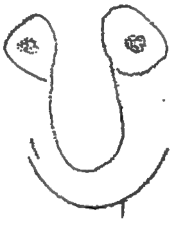
NAME

3 4 7

$$N = \frac{1}{2} \text{ OF } \frac{2}{3} \text{ OF } \frac{3}{4} \text{ OF } \frac{4}{5} \text{ OF } 100$$







60
60
0
1 min 30 seconds 60 min

1821 24+24=48+12=108

~~tc~~ ~~pencil~~ 47 5 . 47 10

8 47. 42 30 pencil

~~pencil~~

66

WISHFUL THINKING!

INTRODUCTION:

THE REAL MESSAGE

With some of those major interruptions to the classroom routine behind us, it is time to settle down to our routine. Let's all make a big effort to do our best work and really concentrate on our learning. We have a lot to do this term and everyone needs to work hard. It is extra important that everyone is cooperative - I *know* you can do it! With this week's homework you will receive your homework assignment. It should not take you long, but please present it in a way that we can display it in the classroom as a part of our HSIE Aboriginal Studies. Don't forget reading record cards and homework for marking on Friday. I'm looking forward to a VERY PRODUCTIVE week from EVERYONE!!! DESPERATE ATTEMPT!

THE TRAVESTY OF EDUCATION

E MANUFACTURE OF NEED: SPIRAL CURRICULUM MEANS FILLING BOOKS WITH TRIVIA

TRY THIS: Choose add or subtract to solve the problems
o complete the crossnumber puzzle on page 49.

CROSS
43 tigers and 26 lions.
How many big cats?

. 264 children came in the
rning and 579 came in the
fternoon. How many came
together?

. The apes were given 57
nanas. If the gorilla ate 41,
how many were left?

DOWN
1. The elephants ate 29 bales of hay 1 week and 32 the next. How many bales of hay were eaten over 2 weeks?

2. The monkeys eat 6164 peanuts on Sundays and 3512 on each other day. How many peanuts do they eat at weekends?

ACCELERATED LEARNING:

WRITE PROBLEMS IN THE MOST BASIC FORM!

THE DEPRIVATION OF IMAGINATION ←

OUNDATION NUMERACY K-12 (150 PAGES)

MAKE YOUR OWN

gles which are smaller than a right angle are called **acute**.

gles which are larger than a right angle are called **obtuse**.

PURPOSELESS ROTE LEARNING

HERE IS ARNHEM LAND?
OW MANY HALVES IN ONE?

'DON'T KNOW' - YEAR 7
'STUFFED IF I KNOW' - YEAR 10

ut some sand or soil in an
-cream container.
ut some stones in another and
eaves in another.
al them with sticky tape.
PRE-SCHOOL FOR YEAR 4
hen have a friend put them
order from heavy to light
nd guess what is in each.

The 3 children share 20 spaceships with their baby brother. If they all have the same number of spaceships, how many do they have each?

To develop the ones facts.

Sharing the road with bicycle riders

se toothpicks to measure
distance around:
this page
your desk
your hand
your foot

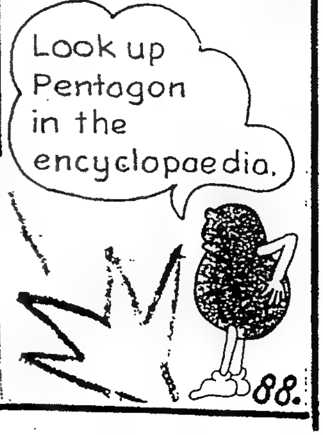
ABELLING OBSESSION:
INDS ON ACTIVITIES

Fiona had 15 cherries and Karl had 37. How many more had Karl?

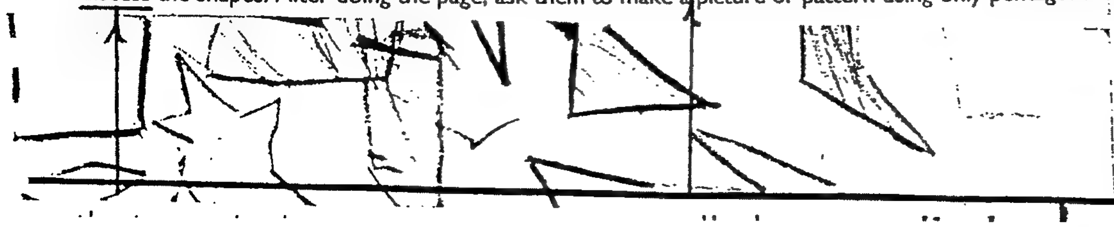
HE CAN'T READ! YEAR 2

Draw some pentagons.

287 rubbish bins were collected on Monday and 306 on Friday. How many more were collected on Friday?


Look up Pentagon in the encyclopaedia.

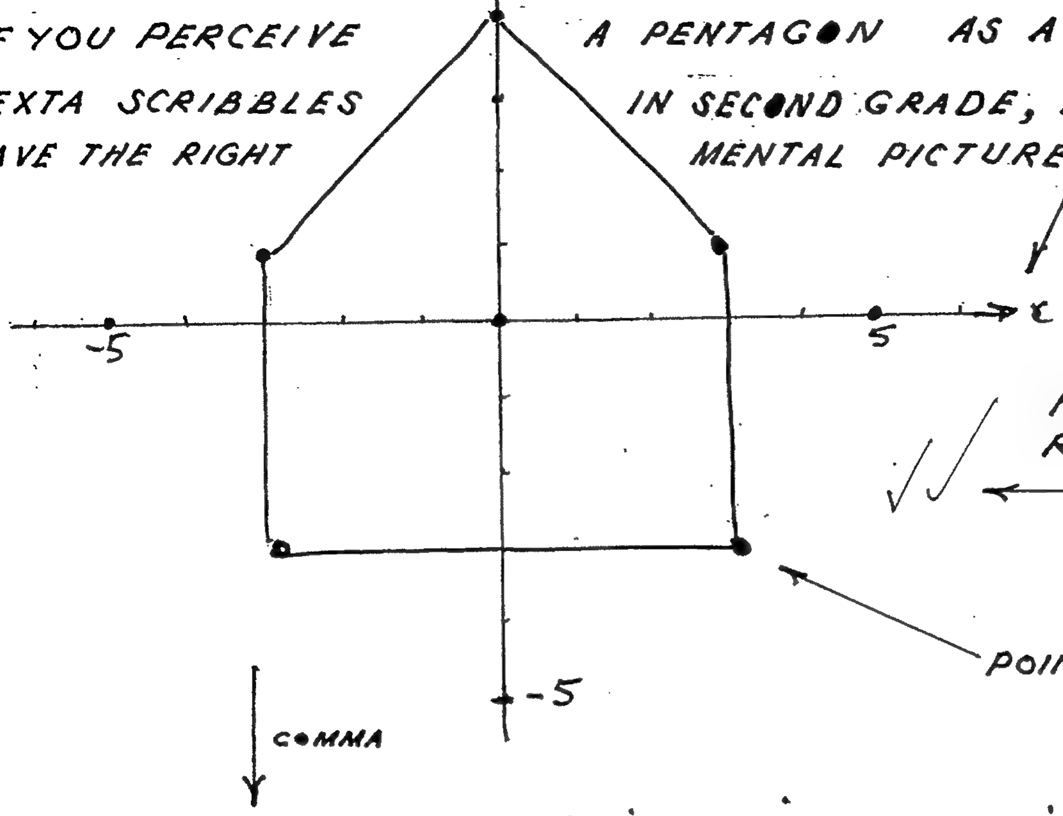
at a pentagon has five straight sides and is a closed shape will be grasped more clearly if children examine and discuss the shapes. After doing the page, ask them to make a picture or pattern using only pentagons.



MATHEMATICAL HIROSHIMA

THE VICTIMS OF THE SPIRAL CURRICULUM

IF YOU PERCEIVE A PENTAGON AS A SET OF TEXTA SCRIBBLES IN SECOND GRADE, HOW CAN YOU HAVE THE RIGHT MENTAL PICTURE IN YEAR 7?



On the grid label the points given and join them in the order given: CREATIVE WRITING

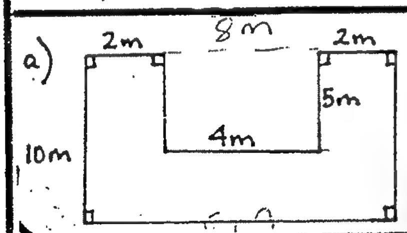
A (0,4) , B(−3,1) , C(−3,−3) , D (3,−3) , E(3,1) A(0,4

CARELESS

Name of the shape you have drawn is a

_ _ trapezium . ✗ WRONG

a)



8×8=64 + 10×10=100

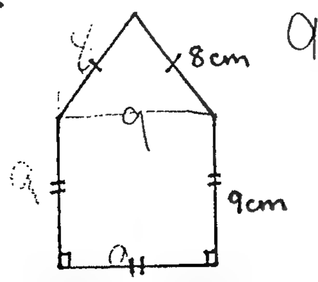
164 − 16+25=

60

✗

P=173m²

b)



9+9+9+9=36+

8+8 = 16

43cm

✗

P=52cm²

STILL NOT RIGHT IN YEAR 10
- EXPENSIVE PRIVATE SCHOOL

EXPLORERS BURIED UNDER THEIR OWN DISCOVERIES

1993 YEARLY EXAMINATION
YEAR 7 - MATHEMATICS

CLASSES: 7.1, 7.2, 7.3, [✓ 7.4] 7.5, 7.6
NAME:

good 60%

HAPPY CHRISTMAS

HIGHEST 61%

LOWEST 20% 89.

A DISASTROUS DISCOVERY!

THE TRAVESTY OF EDUCATION

COMPULSORY CONFUSION

MOST STUDENTS

ARE "DUMB"

BECAUSE

THAT'S HOW

THEY ARE

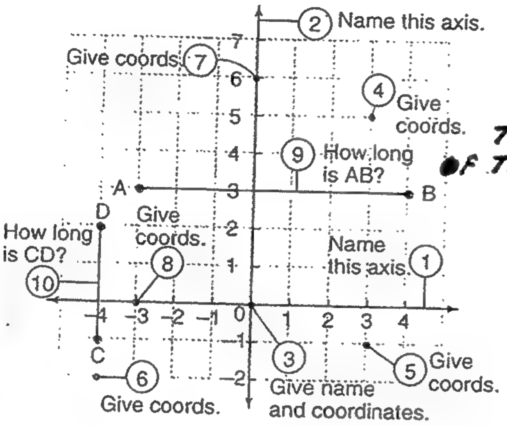
TREATED.

Basic Skills and Number

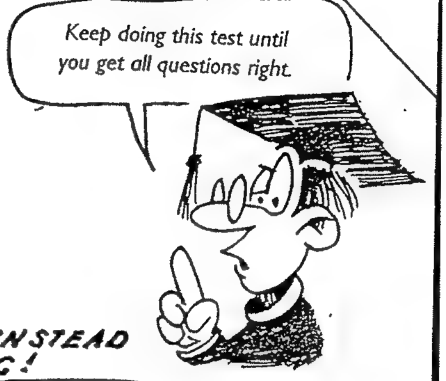
Ordered Pairs and the Number Plane

A number pair (*x*, *y*) is used to refer to each point on the number plane. The first number *x* is the reading on the *x*-axis; the second number *y* is the reading on the *y*-axis.

MASTERY TEST

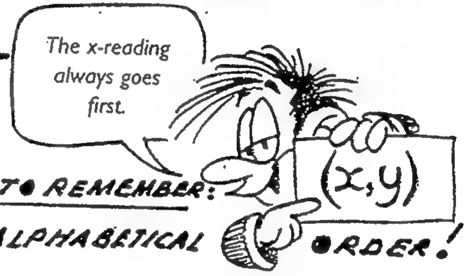


② Name this axis.
Give coords. ⑦
④ Give coords.
⑨ How long is AB?
A
B
D
C
Give coords. ⑧
How long is CD? ⑩
Name this axis. ①
⑥ Give coords.
③ Give name and coordinates.
⑤ Give coords.



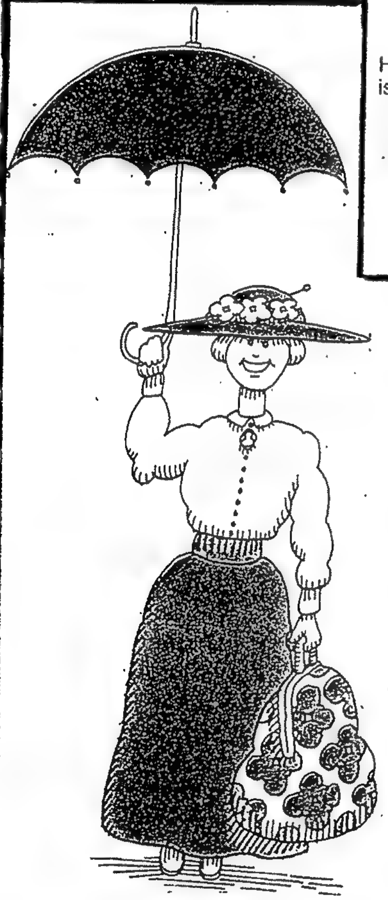
Keep doing this test until you get all questions right.

TELLING INSTEAD OF TEACHING!



The x-reading always goes first.
(x, y)

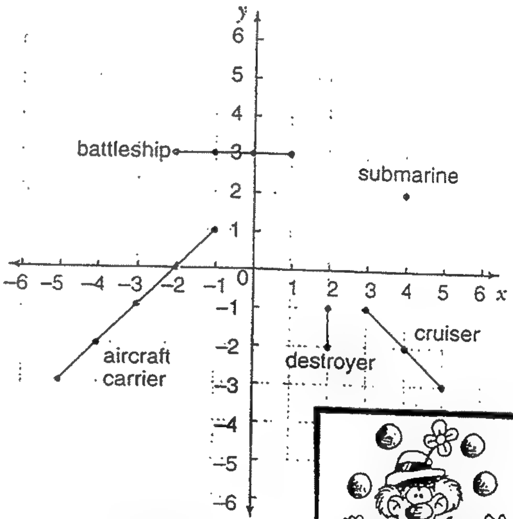
HOW TO REMEMBER: ALPHABETICAL ORDER!



Mary Poppins in the classroom. Entertainment replaces classroom learning.

Fun Spot 1:07 Battleships: a number plane game

- This game is between two players who know how to mark points on a number plane. Each player has a navy of five ships as shown in the diagram. Each of these five ships is drawn onto a number plane, that extends from –5 to +5 on each axis, without the opposing player seeing their positions.
- Players then take in it turns to call out a pair of coordinates, for example (–3, 2). This would be a 'miss' on the number plane shown, and so the opponent would call out 'miss'.



y
x
battleship
submarine
aircraft carrier
destroyer
cruiser

seaduty undays dynamo ifyard

sendwayde saydurth dayusrat

DAYS OF THE WEEK!

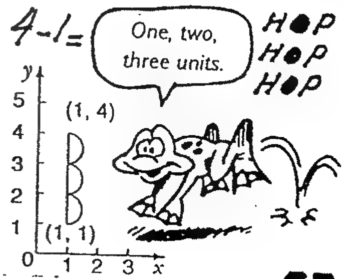
Fun Spot 1:07

THE ULTIMATE INSULT!

FUN SPOTS FOR YEAR NINE

By the time they finish the game,
they forgot what the actual topic was.

SHORTAGE OF TEACHERS: Bring in the frogs.
I wonder who's doing the croaking.



4-1=
One, two, three units.
HOP HOP HOP
(1, 4)
(1, 1)
y
x

THE TRAVESTY OF EDUCATION

COMPULSORY CONFUSION

Telling and testing is not teaching.
Testing of the basic number facts should be regular and frequent.
Make a record of your corrections and study each **carefully.**

2 × 0 = 0	3 × 0 = 0	4 × 0 = 0
2 × 1 = 2**	3 × 1 = 3***	4 × 1 = 4****
2 × 2 = 4**	3 × 2 = 6***	4 × 2 = 8****
2 × 3 = 6**	3 × 3 = 9***	4 × 3 = 12****
2 × 4 = 8**	3 × 4 = 12***	4 × 4 = 16****
2 × 5 = 10**	3 × 5 = 15***	4 × 5 = 20****
2 × 6 = 12**	3 × 6 = 18***	4 × 6 = 24****
2 × 7 = 14**	3 × 7 = 21***	4 × 7 = 28****
2 × 8 = 16**	3 × 8 = 24***	4 × 8 = 32****
2 × 9 = 18**	3 × 9 = 27***	4 × 9 = 36****

Study carefully the diagrams accompanying the tables, because they will help you to ain a clearer understanding of multiplication.

Laws of multiplication that are illustrated by the diagrams are set out for you.
Multiplication is repeated addition.
For example,

2 × 3 = 6   *** ***   3 + 3 = 6
3 × 3 = 9   *** *** ***   3 + 3 + 3 = 9

AZY The product of two numbers is not altered by interchanging the multiplier and the multiplicand.
For example,
4 × 3 = 12   *** *** *** ***   **** **** ****
3 × 4 = 12

DON'T SAY WHAT IT IS; SHOW WHAT IT DOES!

Senior Primary Mathematics

Multiplication and division are inverse operations.
For example,
4 × 5 = 20   ***** ***** ***** *****   5 × 4 = 20   **** **** **** **** ****
20 ÷ 4 = 5   20 ÷ 5 = 4

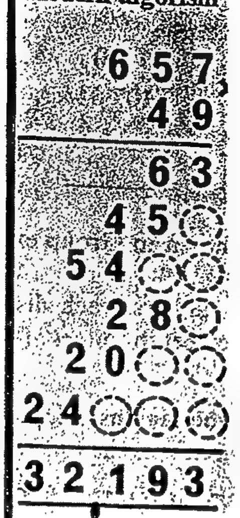
Division is basically a process of sharing or grouping.
For example,
6 ÷ 3 = 2   *** ***   2 groups of 3
9 ÷ 4 = 2 r1   **** **** *   2 groups of 4 and 1 remaining

Division is repeated subtraction. 4 NAMES!
For example,

11 ÷ 4   **** **** ***   Subtract 1 four   **** **** ***   Subtract 2 fours   **** **** ***   3 remaining

4 may be subtracted from 11 twice with 3 remaining. $2\frac{3}{4}$!

Modern algorism



Compulsory
line
done
BEFOREHAND

Old-fashioned
Algorism

657
×49
5913
26280
32,193

508   28△
29□   479
3△7   ▽58
1179   1522

Choose multiplication or division.
1. 9 people share a lotto win of $108. How much will each person get?

MANY WILL DO 9÷108!

Think: "Share" is a clue.
This means division!

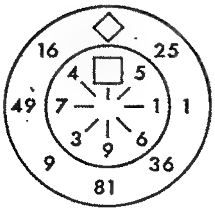
1. BEWARE OF SUBLIMINAL ADVERTISING!
2. The most devastating "strategy" is giving students a CHOICE; they will almost certainly produce the WRONG ANSWER. Scientists have demonstrated that the observer influences the observed.
M.I.S. students still have a "blank" with this most basic sum. Likewise, never ask the price of 2 apples if 1 costs 5 cents; they add.

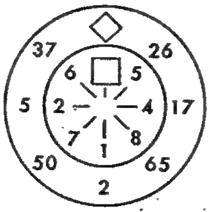
THE TRAVESTY OF EDUCATION

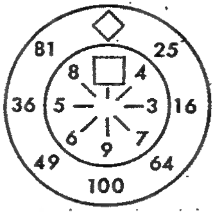
COMPULSORY CONFUSION

For

Using the frames □ and ◇ to represent the pair of numbers, state the key for each of the following:

ⓐ

◇
16
25
4
□
5
49
7
1
1
3
9
6
9
36
81

ⓑ

◇
37
26
6
□
5
5
2
4
17
7
1
8
50
65
2

ⓒ

◇
81
25
8
□
4
36
5
3
16
6
9
7
49
64
100

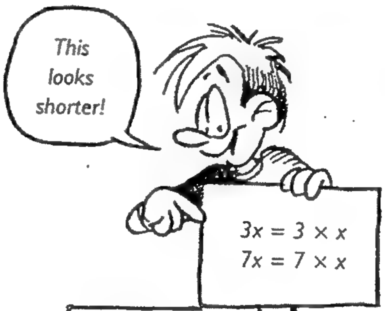
d) $y = 3x + 2$

x	y	difference
1	5	☐
2	8	☐
3	11	☐
4	14	

(e) $y = 7x - 12$

x	y	difference
2	2	☐
3	9	☐
4	16	☐
5	23	

Problem Solving and Patterns


This looks shorter!
3x = 3 × x
7x = 7 × x

(f) $y = 2x - 5$

x	3	4	5	6
y	1	3	5	7

fference ☐ ☐ ☐

(g) $y = 5x + 9$

x	1	2	3	4
y	14	19	24	29

difference ☐ ☐ ☐

Challenge

YEAR 9

Use the rule given to find the y values and the differences.

(a) $y = 2x + 1$

x	y	difference
1	☐	☐
2	☐	☐
3	☐	☐
4	☐	

(b) $y = 5x - 5$

x	y	difference
1	☐	☐
2	☐	☐
3	☐	☐
4	☐	

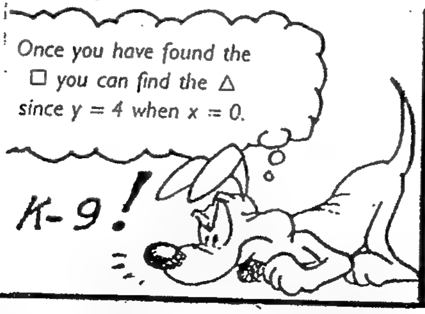
(c) $y = 3x - 2$

x	y	difference
1	☐	☐
2	☐	☐
3	☐	☐
4	☐	

ind the differences between successive y values and use the differences to discover the
e. (FUNCTION IN YEAR 11)

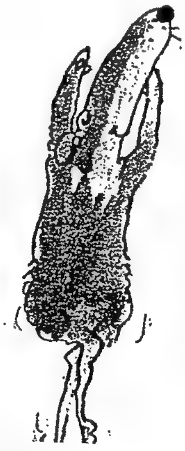
x	0	1	2	3
y	4	6	8	10

ference ☐ ☐ ☐


Once you have found the □ you can find the △ since y = 4 when x = 0.
K-9!

ule: $y = \square x + \triangle$

PROFESSOR
MEPHISTOPHELES
IS EMPLOYED
BY THE
EDUCATION
INDUSTRY
TO DESIGN
THE MOST
ARTIFICIAL,
HAIR-RAISING
EXERCISES
IN ORDER TO
FILL BOOKS.
MOST NOW HAVE
500 PAGES;
THE LATEST ONE,
700 FOR YEAR 9,
DECEIVINGLY
CALLED
ADVANCED.



MATHS or MENTAL MURDER?

54.

PAVLOVA'S DOG

A FUNCTION IS A RELATIONSHIP BETWEEN X and Y

Making a student concentrate on the differences between the Y-values and demanding that the X-values increase one at a time is crazy.

Make sure the values of x increase one at a time. Find the values of y.

IN A TEST, of course, **THEY DON'T COME THAT WAY, SO STUDENTS ARE LOST, BECAUSE THEY WERE NOT TAUGHT THE MASTER KEY.**

	1	4
	14	29

$y = mx + b$

$29 = 4m + b$
$14 = m + b$

$m = 5$
$b = 9$

$y = 5x + 9$

THE TRAVESTY OF EDUCATION

BUREAUCRATIC MANIPULATION

Keeping students locked up for another six years can hardly be called
"The Greatest Challenge in the next half Century".

ALL THEY DID WAS EXPAND THE WORK ACCORDING TO THE TIME AVAILABLE FOR ITS COMPLETION.

THE PRIMARY SCHOOL became a holding paddock where most children learnt to read, but not much else.

THE SECONDARY SCHOOL, as a result, had to start teaching Maths from scratch.
Authors of textbooks assumed
LITTLE or NO PRE-KNOWLEDGE.

Exercise 1A (*Maths 7*)

1. Write each of the following numbers in figures:
   (a) Seventeen (b) Eleven
   (c) Thirty (d) Seventy

LOST HORIZON

TWO MAJOR PROBLEMS HAVE ARISEN

1. **We can never repair what we have neglected as educators in the first fourteen years.**
   What Steiner knew one hundred years ago, has been confirmed today. (Endangered Minds)

2. **The stigma attached to so-called non-academics that now inundate the schools.**

   Maths teachers, because of their lack of FLUENCY, FLEXIBILITY and ORIGINALITY (the creative triad), **did exactly what they shouldn't have done;**
   digging the existing holes deeper and bigger, to make them altogether better holes. (de Bono)

   DRIVEN BY their FAILURE-MECHANISM (Psychocybernetics, Maltz),
   they started their scenario of **repetitive explanations,**
   BECAUSE STUDENTS MUST UNDERSTAND!

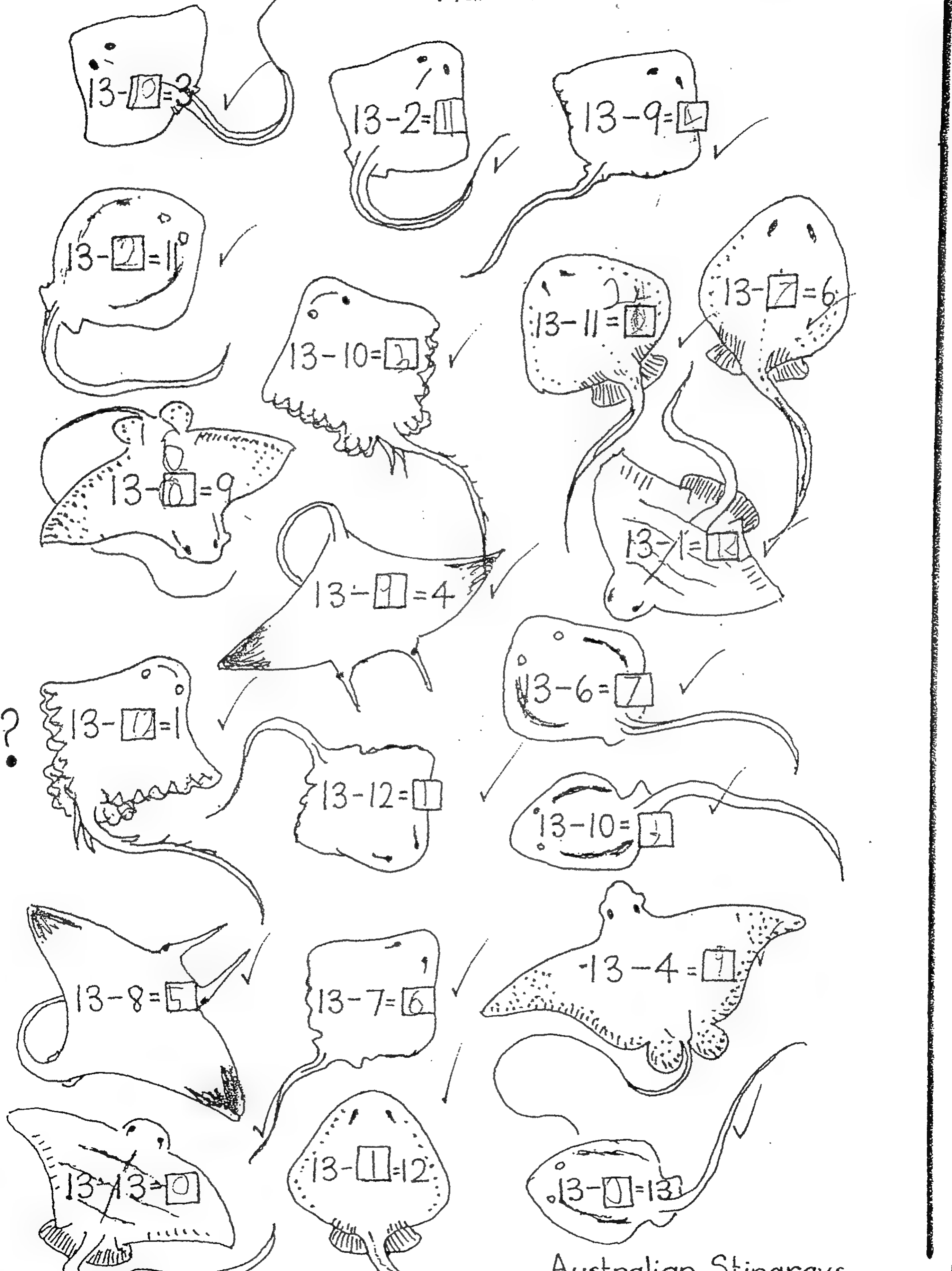
Why is it that teachers never take any notice of REAL,
self-employed professionals?

THE INNER GAME OF TENNIS (Gallwey)

Every game is composed of two parts: an outer game and an inner game (self 2 & self 1). The inner game takes place in the mind of the player, and it is played against such obstacles as lapses in concentration, nervousness, self-doubt and self-condemnation. Therefore, images are better than words, showing better than telling, too much instruction worse than none, and that conscious trying often produces negative result

WASTING PAPER AND MONEY!
DON'T PAY FEES. DON'T RAISE MONEY!

Name :-



13-10=3 ✓

13-2=11 ✓

13-9=4 ✓

13-2=11 ✓

13-10=3 ✓

2
13-11=0

13-7=6 ✓

0
13-0=9

13-9=4 ✓

13-1=12 ✓

13-6=7 ✓

?
13-12=1 ✓

13-12=1 ✓

13-10=3 ✓

13-8=5 ✓

13-7=6 ✓

13-4=9

13-13=0

13-1=12

13-0=13

Australian Stingrays.

TRIVIA FOR HOMEWORK:

erm: 3 Week: 4 Year 2/3 Homework. Due: Friday 9th August

Year 2

rite your words here and 3 times in your homework book.

1.	2.	3.	4.

EMBER: LOOK! SAY! COVER! WRITE! CHECK! ← TEACHING?

ENCES: Use your words to write sentences in your homework book.

uesday. Write out your spelling list and 3 times tables. Put your list into alphabetical order.

Write out your spelling list each day.

Write out your list and your 2x's tables.

Write out your 2x's tables.

Write out your spelling list and your 5 + 10 times tables.

Write out your list and your 4 x's tables.

/rite out your list words

Write out your list words and 2 + 10x's tables

/rite out and say to your parents your 5x's tables ←

Monday. - Write out your spelling list and 10 x's tables

5X10=50 15X10=150

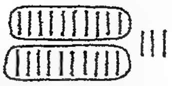
Thursdau - write out your 10 times tables.

ULTIMATE STUPIDITY!

Four balls. ○○
One rolls away ○⊗ !!!
$4 - 1 = 3$

Topic 24: Investigating Tens and Ones

Draw a picture to match.
Write the number word.

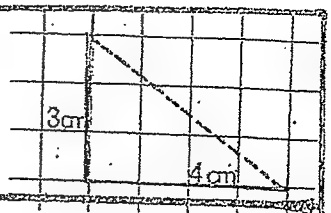


twenty-three

tens	ones
2	3

On 1-cm squared paper draw this right triangle.
Measure the third (dotted) side.

Project Mathematics, Grade 3.



○○+○○○+○○○○=○○
2 + 3 + 4 = 9 ○○○
Grade VI ○○○○

Pupils LEST WE FORGET! PROPAGANDA

Catholic schools offer a child-centred curriculum that aims at total development of the individual pupil. We must never forget: the schools exist for the pupils.

$$\left(\frac{3}{2}\right)^3 = \frac{3}{2}\times\frac{3}{2}\times\frac{3}{2} = \frac{27}{8}$$

The exercises have been selected to give a balanced emphasis to the development of understanding, the widening of knowledge and the acquisition of skill. The value of practical experience in the learning process is recognised, and stress is placed on purposeful activity within the environment

BULL-SHIT

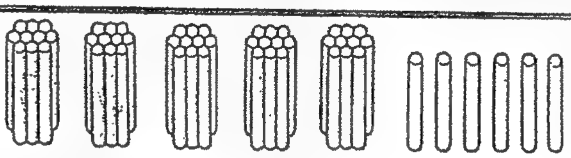
$5^2 = 5 \times 5 = 25$

Study the numeral 478,296. Now complete the following table: ↑selling!

	Digit	Face value	Place value -	Value of digit
Example	2	2	Hundreds	200

EDUCATION TOWARDS 2000

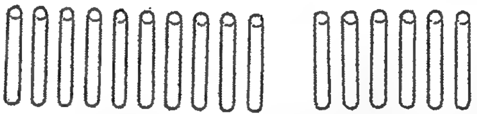
$4\overline{)56}$



Share the tens first:
1 ten each, 1 ten left.

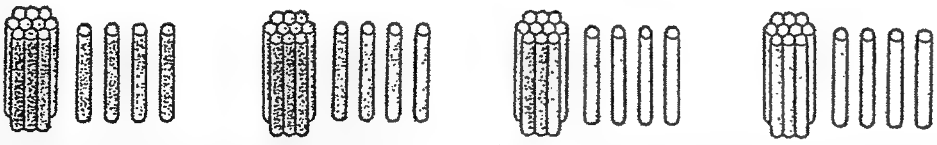
NEW MATHS

Can you share 1 ten among 4? No.
Trade 1 ten for 10 ones:
16 ones altogether.

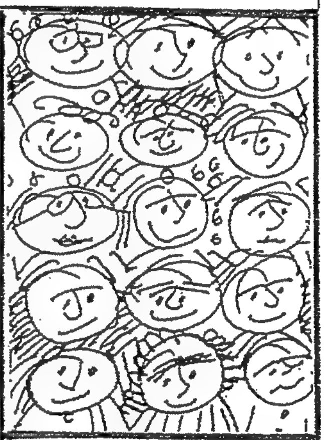


UNDERSTANDING THROUGH CLARITY AND SIMPLICITY IN LANGUAGE

Share the ones: 4 each.



56 divided by 4 is 14. OLD MATHS ! SAME ANSWER



STUNNED STUDENTS

Solution

$$\frac{5}{6}+\frac{11}{15}$$
$$=\frac{5}{6}\times\frac{5}{5}+\frac{11}{15}\times\frac{2}{2}$$
$$=\frac{25}{30}+\frac{22}{30}$$
$$=\frac{47}{30}$$

The text is designed basically for a year 9 course and is suitable for students with a wide range of abilities. Each topic is introduced from first principles assuming little pre-knowledge. !

'What is the right way to teach mathematics?'
THE PRACTICAL & PROFESSIONAL ONE

People perceive mathematics as the subject where you always should get a right answer. However, there is no one right way of teaching and learning mathematics. An approach that works for one teacher or child may not work for another. The methods adopted when you were at school may not be right for your child. Teachers and children are all individuals. Nobody wants a rigid system where they are all required to be the same.

$$5^2 = 25 \text{ and } 10^2 \div 2^2 = \frac{10^2}{2^2} = 25$$
$$\therefore 5^2 = \frac{10^2}{2^2}$$
$$\text{But } 5 = \frac{10}{2} \longleftarrow$$
REALLY
$$\therefore \left(\frac{10}{2}\right)^2 = \frac{10^2}{2^2}$$

“WHAT DID YOU DO IN MATHS TODAY?”
“NUFFINK!”

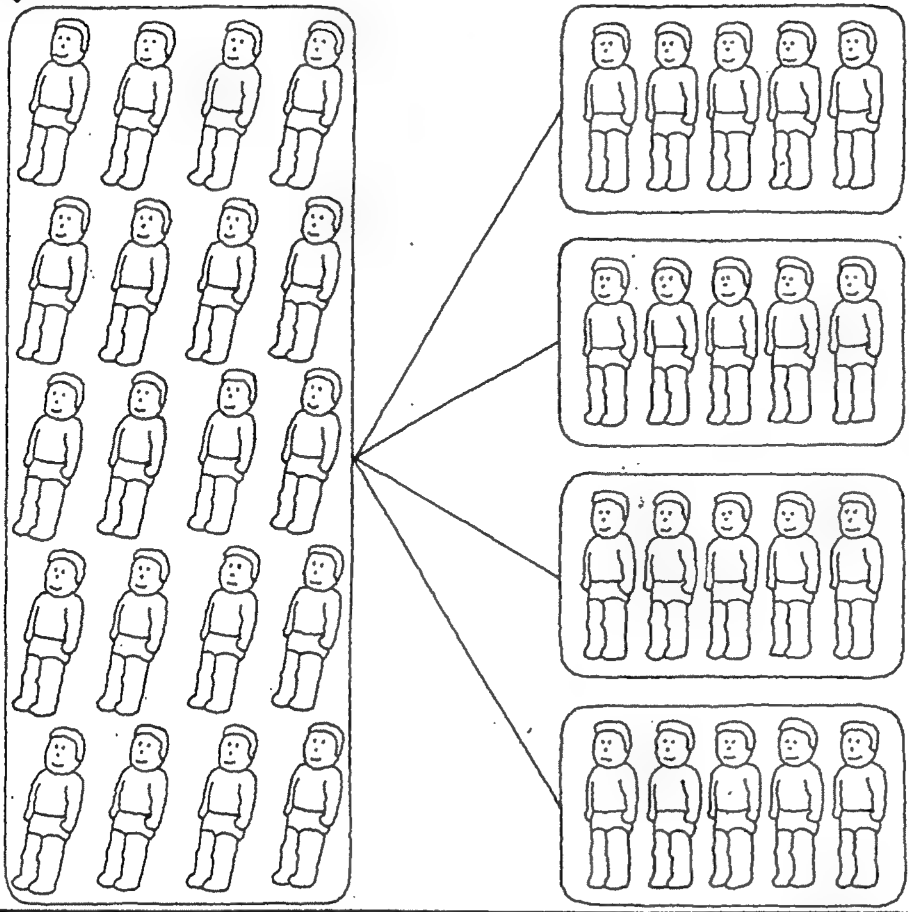
Division

Long before they begin school, children are involved with sharing. They solve problems such as ‘I have 12 jelly babies to share among 4 children. How many jelly babies will each child get?’ or ‘I have 13 jelly babies to share among 4 children. How many jelly babies each?’

However, sharing is only one of the two aspects of division which your children meet. The other is called grouping.

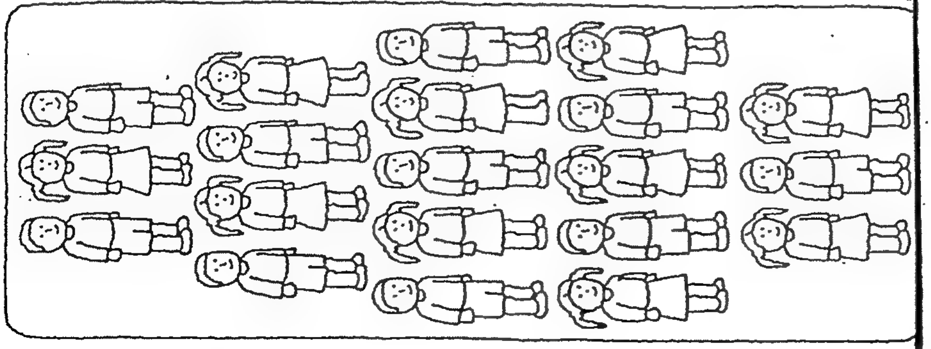
Sharing

Problem: I have 20 jelly babies to share among 4 people. How many will each person get?
Materials:



Grouping

Problem: 20 children are going to a picnic in cars which can take 4 children each. How many cars will be needed?
Materials:



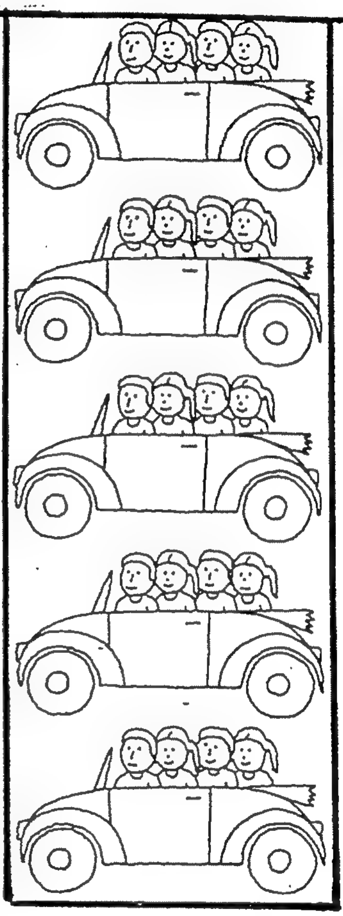
What about remainders in division? In real life, children often meet situations where remainders occur. Take the above situation, where 13 jelly babies were to be shared among 4 children. Each child will receive 3 jelly babies and there will be 1 left over. This is recorded in the following manner:

WHEN Leon starts kindergarten this week, he will already know how to write his name, count to 100 and write numbers up to 20. BIG DEAL!

That's more than a lot of parents would have learned in their first year at school. And five-year-old Leon is no progidy — most of his classmates will be able to match him.

The generation gap will continue so that by the end of the year they will have learned more than their parents covered in their first two years of school.

AND THEN THE RESCUE SQUAD HAS TO COME IN!



ConfusEd?

Our range of tuition options is tailored to suit your ability, budget and timetable.

20 ÷ 4 = 5

A MATHS program aimed at helping teachers identify and focus on children struggling to grasp basic concepts will go on trial in 10 NSW schools this year. RESCUE SQUAD

If successful, the Count Me In program will become part of the NSW public school's early intervention program.

TOTALITARIAN INDOCTRINATION

GENERAL INSTRUCTIONS

1. Read all the questions carefully and answer the question which is asked. Plan your time!

2. If given a choice of questions, ensure that you follow the instructions and answer what is required.

3. Write your answers neatly and clearly - untidiness could incur loss of marks

AFTER YEARS OF EARLY CHILDHOOD EDUCATION & NEGLECT

4. If you have a question or other problem, raise your hand and a supervisor will come to you. DO NOT stand up or leave your seat.

5. Cheating in any form will be viewed very seriously and could lead to at least total loss of marks for that paper.

6. Pens, pencils, rulers, calculators etc. are totally your responsibility - borrowing from another student WILL NOT be permitted.

Open book examination? ~~YES~~/NO

TEACHERS OR DESPERADOS?

$x+11=27$	$p-5=2$	$\frac{n}{4}=8$	$\frac{a}{3}=-2$
$x=16$ ✓	$p=7$ ✓	$n=32$ ✓	$a=-6$ ✓

This is not how we learned it in class

USUALLY, MENTAL EXPERTISE IS PENALISED!

Regrouping with Subtraction

When you cannot subtract the bottom number from the top number, this is what you must do: EXCELLENCE: GET KIDS TO THINK LIKE AN OCTOPUS.

ORWELL: OLD SPEAK

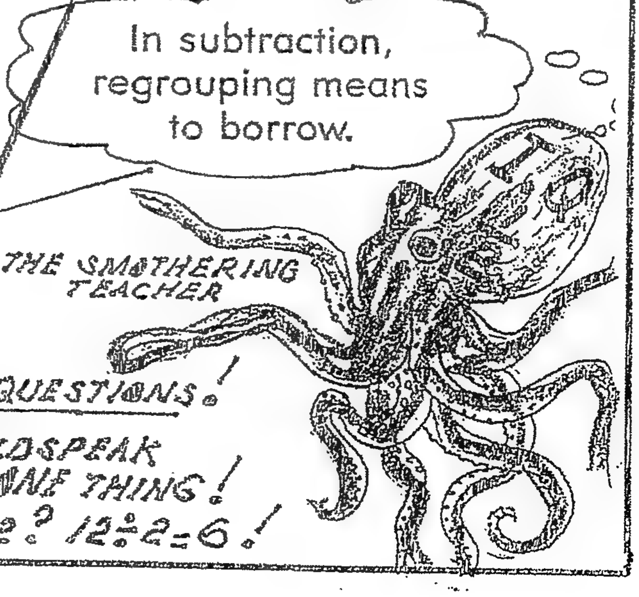
Subtract.

$$\begin{array}{r} 45 \\ -17 \\ \hline 28 \end{array}$$

NEW SPEAK

Regroup.

tens	ones
3	15
~~4~~	~~5~~
−1	7


In subtraction, regrouping means to borrow.
THE SMOTHERING TEACHER

WHAT'S IN A NAME? MORE EXAM QUESTIONS!

1. THE EXPLANATION OF NEWSPEAK IN OLDSPEAK
SO NOW WE HAVE TWO NAMES FOR ONE THING!

2. WHAT'S THE QUOTIENT OF 12 AND 2? 12÷2=6!

COMPULSORY CONFUSION

Number pattern problems YES!

YEAR SIX

Group
xercise

Work together on these number pattern tables. Make number sentences for each table using the frames when the pattern has been discovered. The first one is finished in colour.

(1)

△	□
6	13
25	32
43	50
67	74
89	96
38	45
91	98

(2)

△	□
7	49
1	1
9	__
__	16
0	__
8	__
__	36

(3)

△	□
6	42
9	63
__	35
3	__
8	__
__	49
4	__

△ + 7 = □ or
□ − 7 = △

IDENTIFY THE PROBLEM CLEARLY

Brainstorm together all the possible ways of solving the problem (without criticising any).

Determine the probable outcomes of each alternative.

THE PRECURSOR OF COMMITTEES

Students have been so busy discovering, that their **MEMORY BANK** is still empty. Unfortunately, these poor victims are, of course, to blame, **NOT THE STUPID SYSTEM.** Hence **THIS AUTHORITARIAN REMINDER:**

BASIC NUMBER FACTS

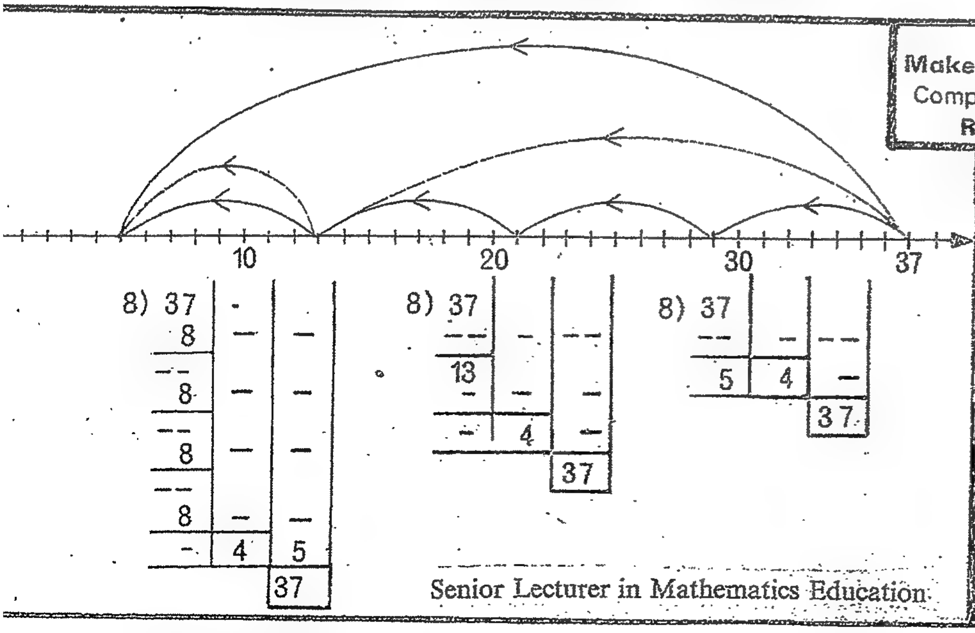
Addition and Subtraction

There are 100 basic addition and subtraction facts contained in the table opposite. You must know each fact.

Note: 8 + 7 = 15
is read 8 plus 7 equals 15.
9 − 7 = 2
is read 9 minus 7 equals 2.

+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

HOWEVER, the brain cannot absorb pure data; it has to be seen through the spectacles of an idea. (de Bono)



Senior Lecturer in Mathematics Education

Make a number pattern from a rule
Complete these tables by following the rule
Rule: ◇ = 6 × □ − 2

synthetic division

```
      35)763
          350      10
          413
          350      10
           63
           35       1
Remainder  28      21  Quotient
```

$$\frac{763}{35} = 21\frac{28}{35}$$

$$= 21\frac{4}{5}$$

Since students did not know the basic numberfacts, the HIERARCHY produced the most retarded methods under the banner of NEW MATHS.

THE TRAVESTY OF EDUCATION

THE DOCTRINAIRES & THE INDOCTRINATED

DOCTRINAIRE: A person who stubbornly attempts to apply a theory WITHOUT REGARD TO PRACTICAL DIFFICULTIES.

AMATEUR
NEW

PROFESSIONAL
OLD

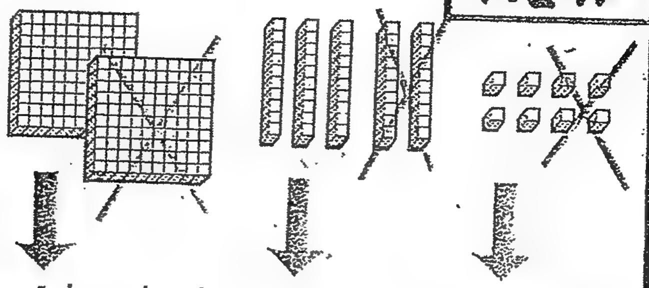
Subtract. Think of the top number. Take away.

GOOD ADVICE!

MEANS ?

FISH & CHIPS

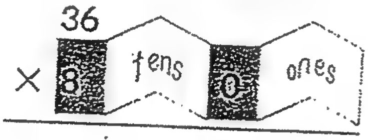
h	t	ones
		↓
2	5	8
−1	2	4
1	3	4



1 hundred 3 tens 4 ones

258
−124
134

36
× 80
0



no ones
8 tens by 6 is 48 tens.

4
36
× 80
80

3 tens
× 8 tens
24 hundreds

24 hundreds
+ 4 hundreds
28 hundreds

36
X 80
2880

Subtract.

IF WE DID THIS TO ANIMALS,
THE R.S.P.C.A WOULD STEP IN.

th	h		
		6	12
5	3	~~7~~	~~2~~
−2	6	9	5
			7

2 ones; can you take away 5 ones?
No. Trade 1 ten for 10 ones:
6 tens 12 ones.
Subtract the ones.

↓

th	h	t	ones
	2	16	12
5	~~3~~	~~7~~	~~2~~
−2	6	9	5
		7	7

6 tens; can you take away 9 tens?
No. Trade 1 hundred for 10 tens:
2 hundreds 16 tens.
Subtract the tens.

↓

th	h	t	ones
4	12	16	12
~~5~~	~~3~~	~~7~~	~~2~~
−2	6	9	5
2	6	7	7

2 hundreds; can you take away 6 hundreds?
No. Trade 1 thousand for 10 hundreds:
4 thousands 12 hundreds.
Subtract.

THIS IS ONLY ONE SUM!

5372
−2695
2677

LITERACY
OR
CORRUPTION?

If the following is the embodiment of the English syllabus, then the Board should be sued for incompetence, for misleading parents and students as well as for obviously supporting a ruthless educational industry because the commercial message contained in the following samples crammed with linguistic atrocities has nothing to do with Literacy.

The artificially created crap based on 50-year old arbitrary assumptions and theories cannot possibly help students to use language proficiently. It does the exact opposite.

The Manufacturers of Needs have discovered that the subsequent learning difficulties will generate a multi-million dollar business.

'at' as in cat

Put a line under the 'at' sound. WHY ?

Draw a picture of a bat. → WHO CAN ?

cat

bat

mat

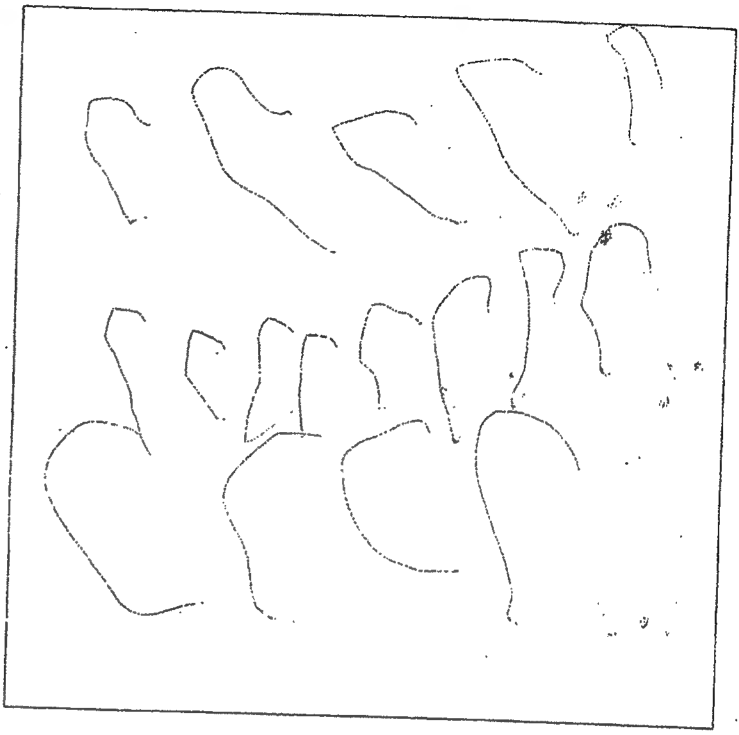
rat

fat

hat

pat

sat



Yes/No

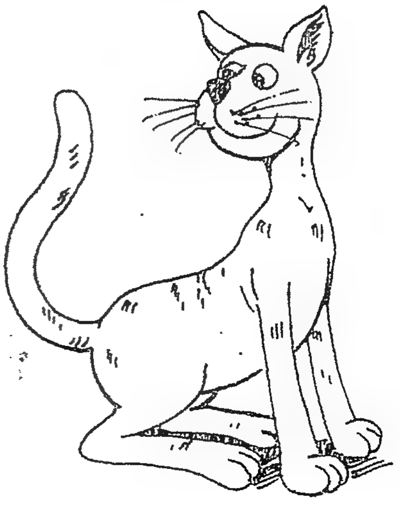
1. A cat can run. ________

2. A rat can run. ________

3. A hat can run. ________

4. A bat can run. ________

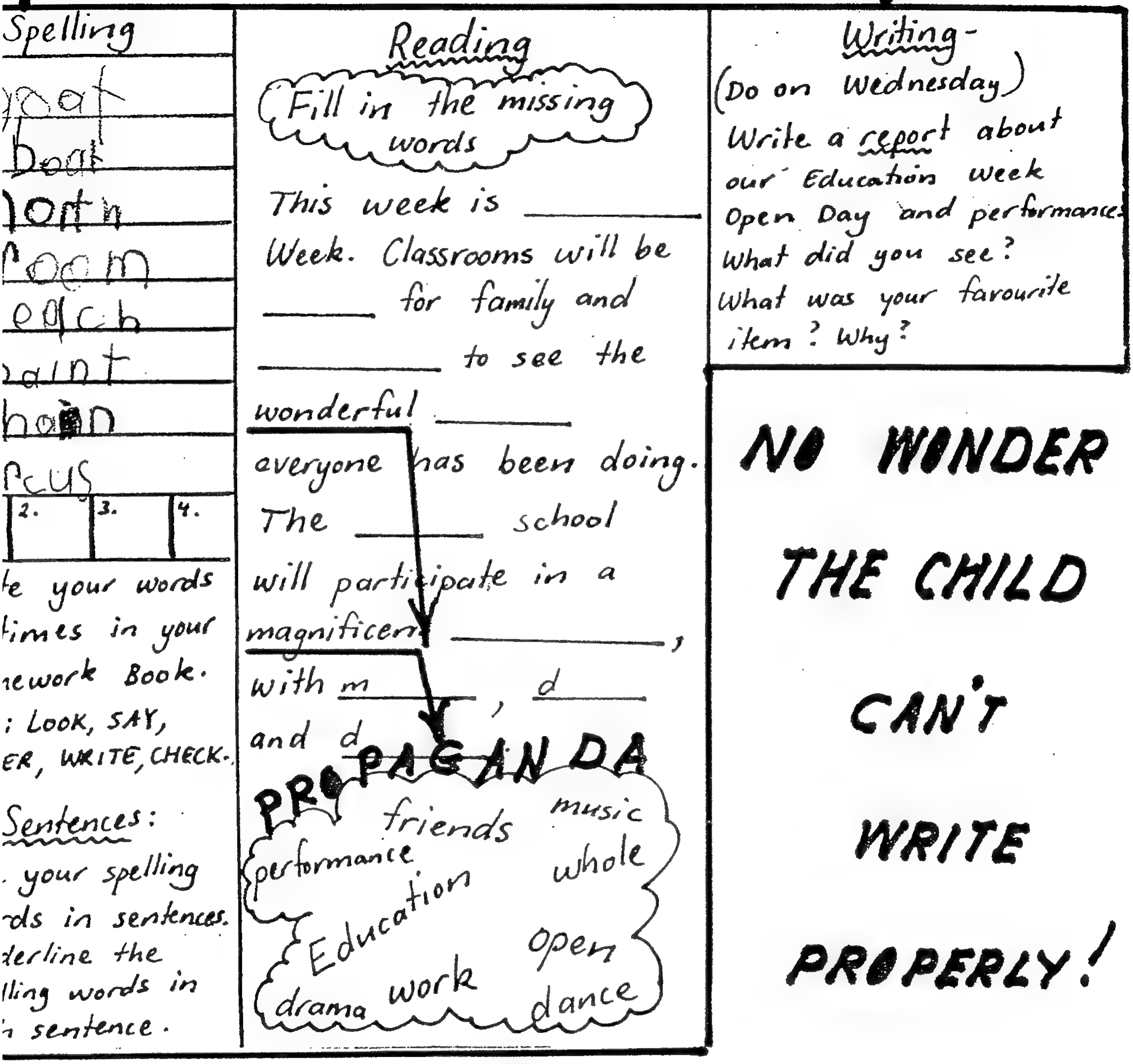
5. A mat can run. ________



CRAP

Excuse for not doing homework!!!

CRAP!



Spelling

oat
boat
orn
oom
each
aint
hain
cus

2. 3. 4.

te your words
times in your
nework Book.
: LOOK, SAY,
ER, WRITE, CHECK.

Sentences:
your spelling
ds in sentences.
derline the
lling words in
sentence.

Reading

Fill in the missing words

This week is ________ Week. Classrooms will be ______ for family and ________ to see the wonderful ______ everyone has been doing. The ______ school will participate in a magnificent ________, with m______, d______ and d______

friends
music
performance
whole
Education
open
drama
work
dance

Writing- (Do on Wednesday)

Write a report about our Education week Open Day and performances. What did you see? What was your favourite item? Why?

PROPAGANDA

NO WONDER THE CHILD CAN'T WRITE PROPERLY!

My mum put my homework in the garbage because she found it on the ground and thought it was rubbish.

ALL MOTHERS SHOULD DO THE SAME!

THE ULTIMATE STUPIDITY: THE SPIRAL CURRICULUM

↓ **YEAR 7**

C) Join these sentences:

1. I set the table. My friend peeled he potatoes. Mum cooked dessert.

My friend peeled the potatocs, I set the table and mum cooked dessert ✓

2. The river was flooded. We could not cross the bridge. We had to get to town.

We could not cross the bridge because the river was ~~flodded~~ floded and we had to get to town ×

3. Jim will go to the shops tomorrow. Jim cannot buy the book today.

Jim cannot by the book today, Jim will go the shops tomorrow, ×

↓!

4. The thief was caught inthe bank. He has been placed in jail.

The thief was placed in jail because he was caught in the bank ✓

5. The storm blew wildly. The boat sank quickly. It was smashed on the reef.

The storm blew wildly wich capsised the boat and it was smashed ~~up against the rocks~~ on the reef wich ~~made~~ it sunk quickly

(7)

D) Circle the correct word.

1. After I done/ [✓ did] my [✓ hair]/ hare I went out to play.
2. I slipped where/ [✓ were] the bank was muddy and fell of / [✓ off] the edge.
3. We have [✓ written] / wrote to lend / [✓ borrow] your tennis court / caught.
4. I catched / [✓ caught] to / too / [✓ two] fish last night.
5. We [✓ saw] / seen to / [✓ too] two many children on the court.

(8)

FROM THIS

E) Write antonyms to these:

1. gloomy clear ✓ 2. popular unpopular ✓
3. ascend decend ✓ 4. visible invisible ✓ 5. cruel kind ✓

(10)

TO.....

F) Write synonyms for these :

1. scared frightend ✓ 2. complete finished ✓ 3. ask proposed
4. buy baught ✓ 5. desire want ✓

(9)

YEAR 8: SHAKESPEARE

PRESENTED AT
"SESAME-STREET" – OR "THE SIMPSONS" LEVEL

HOMEWORK TERM 2 WK 3

***Focus-** Talking & Listening, Reading, Writing

Should you be required to do chores around the house?

NOTHING TO DO WITH SCHOOL!!!

Do you agree or disagree with this topic, or can you see both sides of the issue?
Write to persuade a reader to agree with your opinions.

Your opinion- INDOCTRINATION

Write three arguments to support your opinion.

1.

2.

3.

Concluding Comment- YEARS 3&4!!

Puntuate

"I've got to get to the airport. Make it fast"

The taxi driver looked at Laura briefly before accelarating away from the kerb. "I'm going to miss this plane for sure," She thought anixoly.

"I can't believe I left my passport at my mum's place. "New line "Could you try to go alittle faster?"

"Lady I don't want to break the speed limit. If I get a fine you'll be paying for it"

"Typical customer", the cab driver thought. "They always thin

miracles." The ta

terminal about

" Well I think

" That'll be $

a nice trip!"

DO listen
work
Show respect
follow instructions

MR. WISE GUY

→ Watch your spelling when copying words down.

26/4/96.

→ English? Assignment

Write a story. choose any genre for example, Horror, Science fiction Detective, Love Story.

Use no more then two main characters and two settings. **EMPTY TANK**

Use descryptive language and direct speech.

Have an interesting Scary ending

Length: 800 words Due monday 3rd June

Horror Genre

COULD'T YOU VOMIT?

~~make it more scary~~

It looks really Gruesome. with the blood coming out of its face. also spooky because its in the cemetry and its at night. **CAR DOESN'T START**

Rules

Don't throw things
Swear
Spit ball
Talk constantly

BLACKBOARD JUNGLE

Q) What is a script
a) Script of a Style of writing publised for broadcastian

Reading plays

R/P combines the skills you you in reading a novel for pleasure and reading a work of non-fiction for plays are often written to be performed. The playscript is not the play but a blueprint for its performance. In reading a playscript, we read both for the story and an understanding of the characters, and for information about the play's performance.

Listening Activity

Sources of information

① HSV barinca
② magree
③ G+S in billy cart
④ MX pretty ----
⑤ Pink & purple Polkadots

---

a) amoeboe
b) aim = object   commenced = Started
c) ~~don't blame~~ admit
!
d) i) love
ii) diary
iii) Prize
e) i) un made
ii) undone
iii) im perfact
iiii) unpolite
iiiii) impossible
iiiiii) immobile
iiiiiii) improbable
iiiiiiii) un satisfactory
iiiiiiiii) unusual
iiiiiiiiii) un common.

The policeman – The police man got off his motorcycle and leaned the machine sideways on its prop stand then took off his gloves and placed them carefully on the seat.

The tittle is not the ~~reight~~ title it should be the finger smith

Can you see the connection between hiking a ride and 'hiking' others possessions

HOW CAN YOU MARK RUBBISH? 7/10 !

COPIED CRAP: NO LEARNING

AND YET THE STATUS SEEKERS WANT MORE MONEY!

YEAR 10

The elements of Drama

the beginning con test,situations roles — relationships

driven by

dramatic tension

detected by

Focus

made explicit in

Place — though — time

to create

mood which together symbols

create the whole

experiance

Drama meing

COMPULSORY MARGINS

The Elements of a play:

what we see — Scenery / Setting / Prom costumes & makeup — Place time

Expressions (of face or body)
Gestures
Postions & Grouping
movement

what we hear — voices

- Dialogue — prose speach song poetry blank verse etc
- monologue/ SOILILOQUY
- tone (Great variety: happy excited, angry, sarcastic, concerned etc, ranging from a grumpy grunt to poetic hights).
- pace/ tempo (can range from a headlong rush of speech - slow dilevery - pasues - silence).
- pitch (can range from carm to hysterical).

Charactor — traites
Motivation
point of view
Relationships
Actions / Reaktions
Role or Dramatic Function (Hero/ heroine/ Villan etc)

conflict — (of ideas, charactors events etc)
tension/Suspense
Climax / Anti climax
Denouement (the conclusion the play which resolves the story

Narrative — plot
thems issues
scenes

Assignment No. 15

Due: Wed 11/8/99

OR ELSE

D) EDITING - *Aviation*

Vrite the following passage into your homework ook. Correct any punctuation that is needed. There re also 10 words that are spelt incorrectly. Write the vords with correct spelling and underline them with a ed pen or coloured pencil.

aviations histry in our country is full of fasinating people ross and keith smith j m bennett and w h shiers maid the first flite from england to australia in 1919 in 1927 kingsford smith and c t ulm establised a round australia recorde of 10 days 5 hours 15 minites how long does it take today in 1928 thay made the first across the pacfic ocean from usa to australia in a plane called sothern cross

A REMEMBER!

) BOOK-IT READING

on't forget to read every day to work toward your rget for this week. Make sure your parent signs the ook It Record Sheet to verify your target. emember, the **Pizza Hut** is waiting for you.

THE BRIBE

NO SUCH THING

) MENTALS *Unit 13*

rite your answers neatly on the stencil and paste the encil into your Homework Book or write your swers directly into your book. If there is a question u don't understand, come and ask me!! Try having a at Set 3.

ENGLISH?

) VOCABULARY - *Homophones*

rite each sentence into your homework book putting the correct homophone.

OR TRIVIAL PURSUIT

When are your library books (due, dew)?
Singing (practise, practice) should be done twice a day.
To the swimmer, the (sure, shore) seemed a long way.
The (buoy, boy) went around the (buoy, boy) in his sailing boat.

```
omplete this book report
hare your report with other class members.
```

READING FOR PLEASURE!

ame: This book was about

The main problem in this story was

itle: ______

uthor: ____

lustrator: _

haracters:

his problem was solved when

This story made me feel

ROGRAMMING MINDS!

E) SCIENCE -

How many drops will fit on the coin?

Follow the procedure on the stencil to complete the experiment as shown. If you don't have exactly the right materials, think about what alternatives you can use. In your homework book, complete a report of your experiment. Use the following headings:

a) Materials Used
b) What I Did
c) What I Observed
d) Why I Think It Happened

Add the drawing from the stencil or draw your own diagram.

COPY!

F) RESEARCH -

George Bass and Matthew Flinders

In your homework book, write a paragraph about Bass and Flinders. Answer questions such as:

a) When were Bass and Flinders born?
b) Where were they born?
c) What did they do that is associated with Australia?
d) Add a drawing or some cut out pictures to complete your research.

purpose & hardship ignored!

George Bass

Matthew Flinders

G) THE WORLD AROUND US

Where would I find the following?:

a) Eiffel Tower
b) Tower Bridge
c) Statue of Liberty
d) The Great Pyramids
e) Taj Mahal

TRIVIAL PURSUIT (USUALLY FOR PARENTS)

Draw one of the structures above.

A HERCULUS TASK!

TEACHERS DON'T TEACH; THEY GIVE ORDERS.

Term 3 Wk 2

?

THEMES/~~SPECIAL WORDS~~

Babies

Week 2 Beginning:

Draw a line to match each animal with ~~their~~ ITS young. Draw some pictures. WHY

cow	chicken
dog	joey
tiger	lamb
kangaroo	puppy
hen	cub
sheep	calf

THIS KNOWLEDGE IS INDIRECTLY ABSORBED IN CONTEXT!

STRUCTURE/PATTERNS

Write the words that sound the same. An example is mat and cat.

pill hill hit pill hill
ring food sing ring sing
lick sick sack lick sick
park mill dark park dark

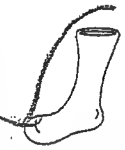
lock sack frock lock frock
dust must fast dust must
ball yell fell yell fell
rest mast pest rest pest

THIS RUBBISH IS ACCEPTED BY A TEACHER; SHE SHOUL BE SACKED!!

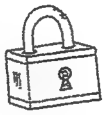
WORD BUILDING ?

Circle the words that match the pictures.

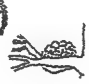
duck
[✓ sock]
back



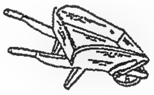
pack
sack
[✓ lock]



[✓ nest]
list
lost



[✓ cart]
farm
dark

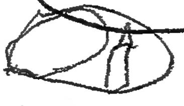


THINKING ABOUT WORDS

LETTER SENTENCE ?

Join the word pieces and draw pictures to match the words you have made.

c + ake = cake



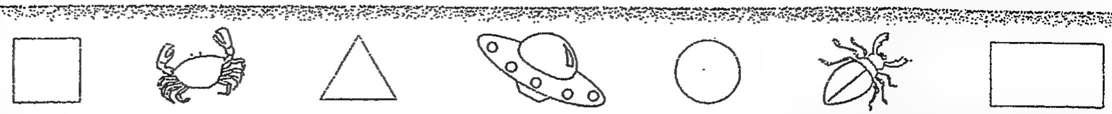
tr + uck = truck

sh + eep = Sheep

sh + op = Shop

WHAT ELSE CAN YOU EXPECT?

1:2

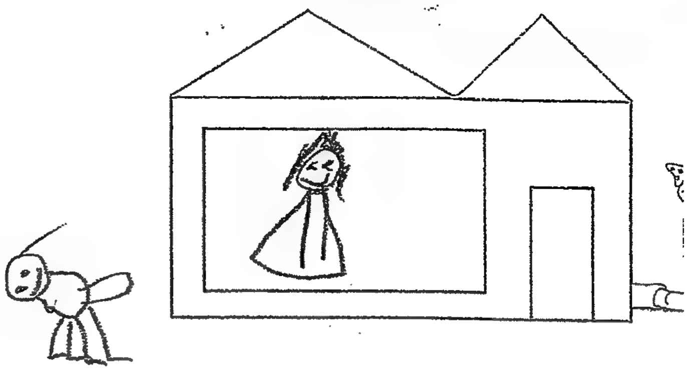


1 Name the shapes used in the picture.

Triangle

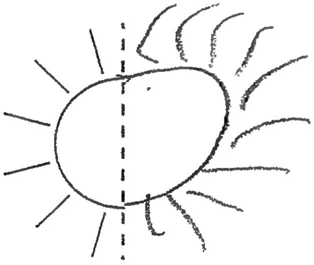
regtangle rectangle

2 Draw a girl inside the house. !
Draw a cat near the house.

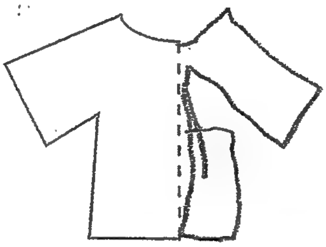


3 Finish these pictures. WHY ?

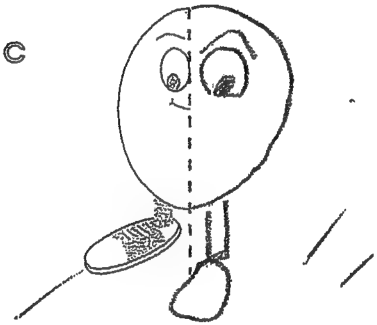
a



b



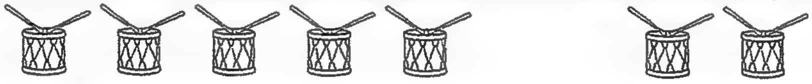
c



4 Sunday, Monday, Tuesday, Wednesday

Thursday, Friday, Saturday. ?

1:3



Extension

Coun~~ting~~ on NEW SPEAK

5 + 2 = 7 We say: 5 6 .. 7, so 5 and 2 make 7.

1 8 + 2 = 10
2 11 + 2 = 13
3 15 + 2 = 17
4 12 + 3 = 15
5 17 + 3 = 20
6 16 + 3 = 19
7 23 + 1 = 24
8 27 + 2 = 29
9 25 + 3 = 28

How many stars? 74 75

47 POOR CHILD!

Y2

(SHAW)

"THOSE WHO CAN, DO. THOSE WHO CAN'T, TEACH."

'When a word of more than one syllable (occur) ends in one vowel (u) and one consonant (r) AND the accent is on the final syllable (cur), the final consonant is doubled (rr) before adding a suffix which begins with a vowel (ing = occurring).
If the final syllable does not have the accent (happen), or if the suffix begins with a consonant (ment), **the final consonant is not doubled** (happening, deferment).
This rule looks difficult, but try the word **excel** and the suffix **ent.**

When adding a suffix you keep the y where the y follows a vowel (a, e, i, o, u).
A suffix is a letter or group of letters added to the end of a word to change its meaning. Some suffixes are:

1. Plurals — day + s = days
2. s — obey + s = obeys
3. ing — play + ing = playing
4. ed — annoy + ed = annoyed
5. er — buy+ er = buyer
6. ment — employ + ment = employment
7. al — portray + al = portrayal
8. ance — annoy+ ance = annoyance

'DON'T WAKE UP A SLEEPING DOG'

In many words letters are silent when you say the word.
Silent letters are written but not pronounced.
Examples
What good is the **h** in ghost — or the **p** in cupboard? You don't sound these letters when you say the word. They are the **ghostly silents!**

When a one syllable word (run) **ends in one vowel** (u) **and one consonant** (n), **the final consonant is DOUBLED** (nn) **before adding a suffix which begins with a vowel** (er or ing).
This rule does not apply to words ending in w, x or y.

Set 1

Silent A	*Silent B*
bread	bomb
arm	comb
heard	debt
arn	limb
tread	thumb

Which word is right?

buogh 12	bowgh 1	bough 9	bouhg 20
ennemy 5	enemy 11	enemie 19	emeny 14
ivent 13	evvent 14	event 8	evernt 21
adventure 10	adventur 2	advencher 18	adventer 20

THESE AUTHORS

Countries of the world

Cadaac	I have some large lakes.
ypget	I am a sandy country.

Let's take a commercial break

Work out the list words in this commercial.

HAVE NO

THE *CHIC* GUYS N' GALS
brings YOU the latest
in _a______ wear!

For that DRESS-UP occasion: _u__s and ___ns.

For WORK-A-DAY wear: _e__s, __n_s, and __i__s, and all other _____es of __l__ and ___l___ _l_______.

In our FOOTWEAR section we can offer you _______s and __o__

TAILORING SERVICE
We _____u__ and ____l_ to suit *your* individual taste.

Here are six sets of *ghastly ghosts*. The words in each set (and words like them) will be used in the exercises that follow. Look carefully at each word in the first set and then say it to yourself with your eyes shut. Then write all the words in that set in your exercise book. When you have finished the first set, do the same for the other five, taking each in turn.

KNOWLEDGE OF LANGUAGE!

Set 4

Silent L	*Silent N*
calm	condemn
chalk	damn
folk	hymn
half	solemn
lm	

COMMERCIAL CRAP.

Code

	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
n	o	p	q	r	s	t	u	v	w	x	y	z	a	b	c	d	e	f	g	h	i	j	k	l	m

Each letter in the top row can be coded by using the letter underneath it: e.g. i=w, n=c

(a) e v t u g
(b) z n g u r z n g v p f
(c) o b n e q
(d) p u n y x
(e) f p v r a p r
(f) r f g v z n g r
(g) e h o o r e
(h) b s s v p r
(i) y r f f b a
(j) f h o w r p g

188.

Again! The Opposition ALWAYS has the answers. (then Carr, & Piccoli)

SUNDAY TELEGRAPH, JULY 26, 1987

Why spelling's not an education write-off

THE question of how spelling should be taught — and indeed whether it is taught at all — has become the latest burning educational issue.

It has even touched off a political debate, with Opposition leader Nick Greiner declaring that a State Liberal Government would act to ensure that spelling was taught properly.

Much of the furore arose from a recent report that the obligatory study of spelling lists was to be abandoned.

The heat was turned up when senior Education Department official Frank Meaney said last week it was not a school's responsibility to prepare children for the workforce.

Industry, Technology and Commerce Minister Senator John Button warned in Melbourne the public education system could never meet the specific skill needs of industry.

And the NSW Teachers Federation acting president, Mr Ray Cavenagh, said most Australians could not spell and businessmen and professionals had avoided the issue for years because they were always able to hire women to do spelling for them.

But the Education Department says this does not mean that spelling itself is being ignored.

Much of the confusion arises from community ignorance of the new K-6 writing syllabus now being used in primary schools.

The approach adopted is to treat expression, handwriting and spelling not as separate subjects, but as skills which must be unified in the writing process.

Children are encouraged to work in groups on particular projects such as writing reports, letters or stories.

They begin by researching the subject, exchanging ideas and then drawing up a rough draft.

At this stage it does not matter whether the handwriting is poor or words are misspelt.

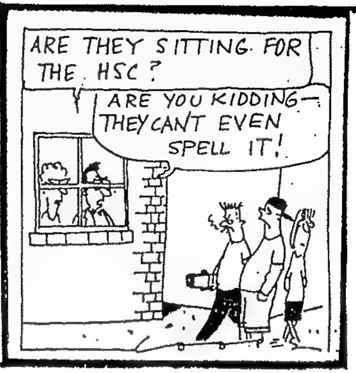
The children then must edit the work and make any corrections necessary.

This usually involves making a fresh draft and checking on the spelling of any words which may be incorrect.

They then produce a final version for "publication", which is expected to be neatly written, well and logically constructed and correctly spelt.

In this process the children learn how to spell incidentally.

It often happens that they learn to use far more difficult and demanding words than they would have encountered in the regular spelling lists because these words are relevant to their projects.


ARE THEY SITTING FOR THE HSC?
ARE YOU KIDDING — THEY CAN'T EVEN SPELL IT!

WISHFUL BULLSHIT

MODERN JARGON

THEY ENCOURAGE (HOW?); THEY DON'T TEACH.

play ground vernacular

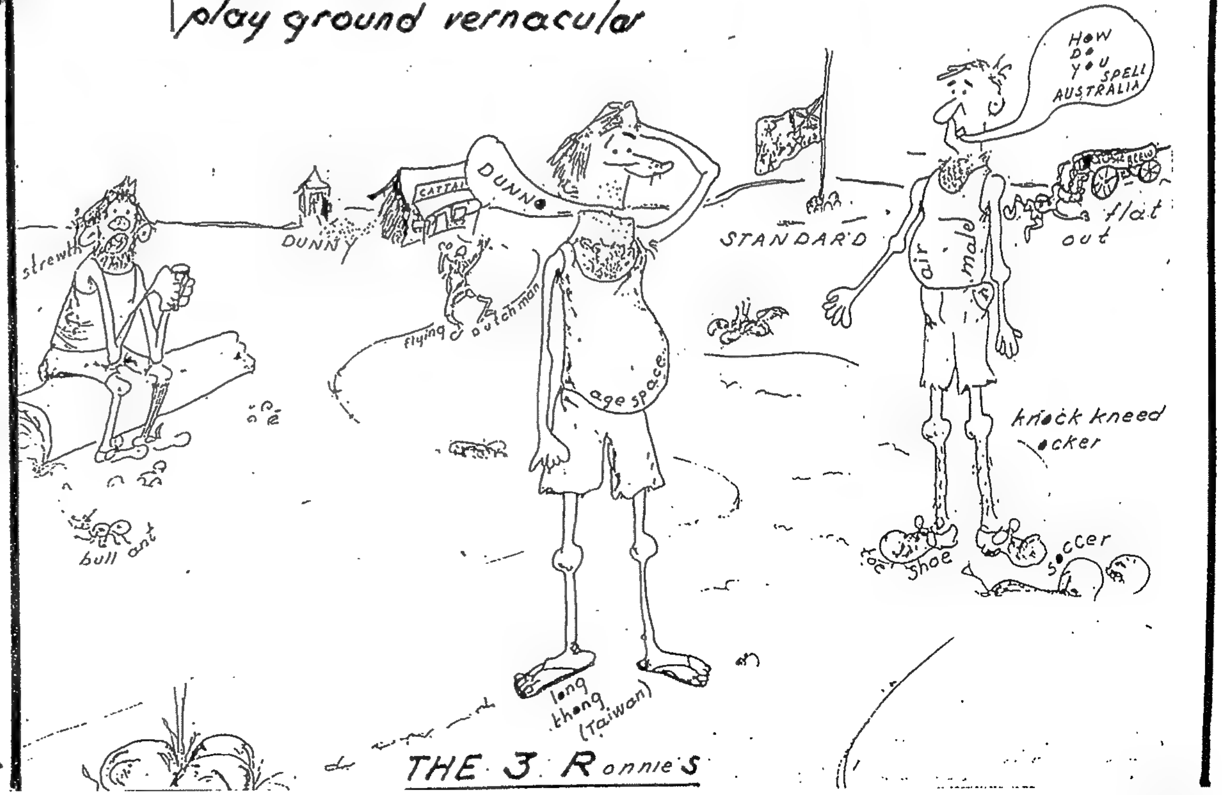
Bosses 'have to pay' for spelling

By LOUISE NICHOLSON

A SENIOR Education Department official yesterday described spelling as a difficult art and said employers had to pay high wages if they wanted to attract competent spellers.

SO DON'T LEAVE IT TO KIDS

YES! 1884



THE 3 Ronnie's

I am the only one who does teach spelling! so why am I IGNORED?

GRAMMAR IS LIKE BREATHING-
WE KNOW HOW TO DO IT BECAUSE WE JUST DO IT.
(ZEN)

Narrative

language

a tr [illegible]
middle what happens
/ conflict Resolution
ending
characters - number
(central character)
- 3/4D Depth - personality
physical features
Audience - young teenagers
or adult (10-14) romance
setting inner setts
Subway newtown

176. **SCHOOL FEES ?**

Dialogue

Choice of words
Choice of phrases and sentence
ructures
oice of images
hoice of main characteristic
eg dialect
The sound of the dialogue
Structure of lines & speeches

YOU'RE JOKING!

prepositions show the relationship between words in a sentence. They are often used to start a phrase. For example : under, across, over, to.

Exercise

fill in gaps with the appropriate prepositions:

a) My family and I live in Eric Street.
b) After the bell we all go into class
c) The list of those who made the cricket team was on the sports notice board
d) I've had a headache all recess.
e) Last year we drove across the Nullabor.

NULL ARBOR
NO TREE

'There is a big mess on your bed
ed, Patrick', said her mother.
Dad was sanding next to the car
The cat jumped on the kitchen
I am going into town with Rachel
I left my bike in the shed - Sally's
going to get wet because she let it

Would you like to drive around Australia?

THE "HOW TO DO IT YOUR SE↓LF" SCHOOLS

LISTING IS NOT TEACHING.

ENGLISH

English is . . .

- talking, listening, reading, writing, studying media and a wide range of literature
- learning to communicate and interact in a variety of situations
- developing the ability to respond critically and thoughtfully to all kinds of written and spoken forms

Skills in English are best developed when:

- students feel confident that they are free to express an opinion
- students feel that their opinions are valued SEE PAGE 74
- there is consistent encouragement of effort and help is provided when needed

How YOU can help your child in English:

Early Childhood

THE CURE FOR INCOMPETENCE

Praise

- praise and concentrate on the positive aspects of your child's work: correction of spelling and grammar, unless requested, could inhibit the development of confidence

Talk

- talk to the teacher about any concerns your child may have

Interact

- provide situations or activities in which your child will have the opportunity to talk to and interact with others

Read

- read to your child as often as possible; join a library; talk about the books you read; make up stories together; encourage your child to retell stories or incidents to other members of the family

Create

- encourage imaginative play by providing ...ces and materials which lend themselves

!

PRACTISE WHAT YOU TEACH!

Kindergarten to Year 12

Talk

- talk with your child; help them develop and express opinions and reasons for those opinions; talk about what you see and hear together

Interest

- take a sympathetic interest in your child's writing: encourage them to talk to you about what they have to say before they write

Listen

- listen to your child

Read

- encourage and promote the habit of reading by reading yourself; provide books, magazines, newspapers and brochures to stimulate your child's interest in the written word; read to and with your child and talk about your reading together.

The underlined words in the following sentences are spelt incorrectly. Write the proper spelling in your exercise book.

1. The gymnast gave a beautyful performance.
2. It is only by appliing themselves to dayly exercise that Olympic athletes succeed.
3. Many storyes of courage and self-denyial come out of the Olympic Games.
4. A good emploier will give an athlete time off to attend the Games.
5. Every morning the cleaners tidyed the running track.
6. The exhausted runner was carryed from the track.
7. The Australian sailing team displaid great skill.
8. The wrestler closely studyed his opponent's form.

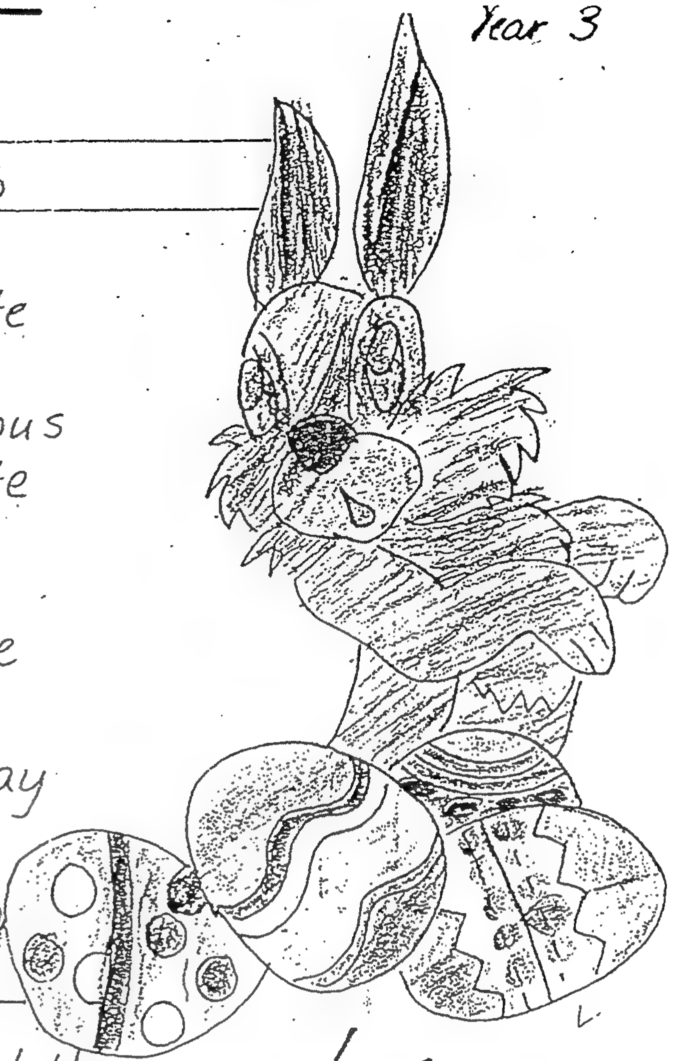
yesterday me and Shane

we said saw the cow brock the fenc

TRIVIA FOR HOMEWORK:

HOMEWORK
Week 9

Year 3



List 1	List 2	List 3
egg	basket	church
find	dye	decorate
gift	bonnet	recipe
hen	foil	luminous
chick	prepare	chocolate
nest	melting	people
shell	holiday	month
card	boiled	celebrate
party	pretty	person
paw	enjoy	yesterday

* April * Easter *

Bright and shining

you know what luminous means?

Monday Write list words and x10 tables. CRAZY!

When a word usually ends in a silent e, drop the e before adding ing. ie: move, moving
When a word has a short vowel with only one consonant at the end, double the last consonant before adding ing. ie: hop, hopping

Re-write these words, adding ing

care caring hit hitting wrap wrapping
drip dripping like liking hop hopping
taste tasting hope hoping shine shining

Tuesday Write list words and x 5 tables
Write the following words in alphabetical order:
pretty, paw, party, person, prepare, people

party, paw, people, person, prepare, pretty

Wednesday Write list words and x10 tables AGAIN?

129.

Complete the following:

$\overset{15}{(5\times3)} - \overset{10}{(5\times2)} = 5$

$\overset{27}{(3\times9)} - \overset{20}{(5\times4)} = 7$

36	82	24	143	469
-24	-70	+35	+243	-251
12	12	59	386	218

Homework 3/4 Z

Term 2 Week 3

THE EXCUSE!
It's a COMMERCIAL

Year 4

NARRATIVE

Bike Safety

Read the narrative about bike safety aloud.

Tess was so excited. It was her birthday and she was going with her dad to **buy** a new bicycle. Eagerly, she looked around the **bicycle** shop and at last decided on a blue and silver **mountain** bike.

"We have to buy a helmet, too," she reminded Dad.

"Make sure you choose a brightly coloured one," advised the salesman. "You will be seen more easily by drivers."

Tess chose a bright yellow helmet. "That's a good choice," commented the salesman. "Try to do most of your riding in the park or on proper cycle tracks. Only ride on the road when you really need to. If you do ride on the road, keep a watch for traffic and as well be careful of the broken edges of the road. Look out for parked cars, too. Do you think you can remember all that?"

"I'm sure I can," smiled Tess, as she wheeled her bike from the shop.

SPELLING where, what for THE CHORE

Look - Say - Cover - Write - Check

Your spelling words each day on your spelling sheet.

NO TEACHING!

ENGLISH *Answer the following questions about the story "Bike safety", using the data bank.*

1. Why choose a brightly coloured helmet? ______________________
2. Where should young people ride? ______________________
3. What dangers are there in riding on the road? ______________________

Data Bank

traffic
more easily seen by drivers
parked cars
broken road edges
in parks or cycle tracks

MIXED MENTALS

24+6=

1. 72 ÷ 8 = 9
2. (4 x 6) + (2 x 3) = 30
3. 37 ÷ 4 = ______ r ______
4. How many 5¢ coins in $3.25? ______
5. $5.00 – $1.65 = ______
6. Seconds in 2 minutes? 120
7. Days in a fortnight? 14
8. Days in a regular year? 365
9. Days in a leap year? 366
10. Lunar months in a year? ______

MULTIPLICATION

Help the bike rider win the race by using tables to provide the answers at each stage of the race.

7 x 3	3. 21	6 x 4	4. 24	5 x 11	5. 55	9 x 4	6. 36
2. 15							6 x 6
5 x 3	FINISH				8. 40	5 x 8	7. 36
1. 42		15. 35			9 x 5		
6 x 7		6 x 5			9. 45	6 x 12	10. 77
		14. 25					5 x 7
		5 x 5	13. 54	6 x 9	12. 63	7 x 9	11. 35

NUMBER

1.
```
  342
+ 488
  930
```

2.
```
   1
   27
   49
   23
+  68
    6
```

3.
```
  143
x   2
```

4.
```
  142
x   3
```

HANDWRITING

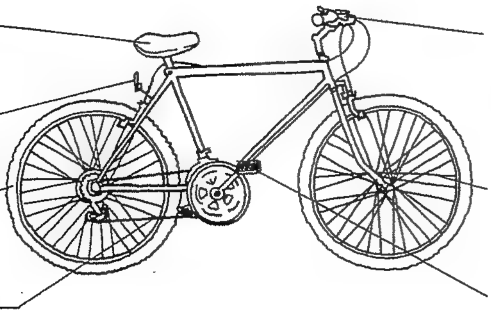
Trace and copy the letter "j" and capital "J", then trace and copy the sentence on the writing lines.

J J J   J J J

Is your bicycle in good working condition?

RESEARCH - Science and Technology

Label the bicycle using the word bank.



1. Seat
2. reflector
3. tyre
4. chain
5. hand brakes
6. Spokes
7. pedal

Word Bank

~~reflector~~
~~chain~~
~~tyre~~
~~hand brakes~~
~~spokes~~
~~seat~~
~~pedal~~

TRIVIA FOR HOMEWORK

Another Treasure Hunt

Trivia Treasure Hunt: Five-pointers

1 Write the lyrics to a TV ad that is sung.

2 Write the name of an Australian swimmer. Keiran Perkins

3 Bring along a photo of you playing sport.

4 Bring along a coin from a foreign country.

5 Bring along a trophy won by a member of your family. **CRAP**

6 Paste a *Hagar the Horrible* comic strip into your workbook. **CRAP**

7 Copy your grade 3 school report into your workbook. **CRAP**

8 Name the winner of the 1930 Melbourne Cup.

9 Bring along a photo of the Australian Prime Minister from a newspaper or magazine.

10 Draw your favourite rock star. **CRAP!**

Here's another treasure hunt for you. Collect as many of the items and answers to the questions as you can. Bring them all along on the date decided by your class. An appropriate prize may be awarded to the winner.

Maths Moments: Two-pointers

Solve these maths questions for two points each.

1 Double 1.95. 3.90

2 Multiply 234 by 41. 924

3 Divide 45 000 by 15. =3000

4 What number is 200 000 less than 1 090 678?

5 What number is 60 000 more than 1 556 900?

6 What time is it if 67 minutes ago it was 1:05?

7 What is 40% of $96.00?

8 How many millilitres are in 2¼ litres?

9 Write the number 200 090 in words.

10 What woud you pay for a $2400 piano if you were offered a 10% discount?

Spell-check: One-pointers

Each of the words on this list is misspelt. Collect one point for each word you spell correctly

1 monkies monkeys

2 mosquitoe mosquito

3 Hawai Hawaii

4 avacardo avocado

5 rythm rythmn

6 pharoah pharaoh

7 center centre

8 dissappear disappear

9 ardvaark

10 cemetary cemetery

NEVER!!

TRIVIA FOR HOMEWORK:

Stormy Weather

Help write a story about storms. Use the code.

a = □   e = ●

i = △   o = ▨   u = ▲

St__rms c__me __n m__ny
▨ ▨ △ □

f__rms. Th__y c__n b__ m__ld,
▨ ● □ ● △

s__ch __s __ sh__wer __n __pril.
▲ □ □ ▨ △ □

B__t m__ny st__rms c__n b__ fr__ght__n__ng, s__ch __s
▲ □ ▨ □ ● △ ● △ ▲ □

th__nd__rst__rms. Cycl__n__s __r__ n__t __nly
▲ ● ▨ ▨ ● □ ● ▨ ▨

fr__ght__n__ng, b__t c__n b__ d__str__ct__ve — kn__ck__ng
△ ● △ ▲ □ ● ● ▲ △ ● △

d__wn b__ __ld__ngs, d__str__y__ng cr__ps __nd k__ll__ng
▨ ▲ △ △ ● ▨ △ ▨ □ △ △

__n__m__ls __nd p__ __pl__. Bl__zz__rds __r__ st__rms __f
□ △ □ □ ● ▨ ●

sn__w __nd str__ng w__nds.
▨ □ ▨ △

Read your library book, class reader or something else of your choice for 10 to 20 minutes.

GIVING ORDERS IS NOT TEACHING

What kinds of storms have you lived through?

Thunder storms, Showers, [illegible]

TRIVIA FOR HOMEWORK:

Spaghetti Pig-out

plete this cloze passage:

using the remote control Guts Garvey was able to press the button and rn Matthew into a statue. A crowd of people gathered around him, looking at the sight. After three minutes, Matthew tumbled onto e ground. He then got up and ran off. Matthew knew that he had to get the remote control back from Guts Garvey. The only how was, how was he to do it?

iting

ou are a reporter for your school newspaper. Write an eyewitness account of the paghetti Competition. Remember to think of a catchy title!

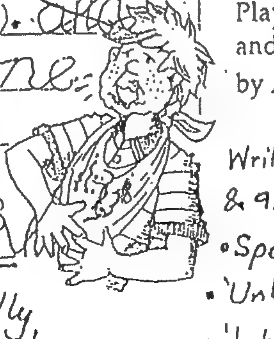
arly Edition

Uncanny News

No. 2000

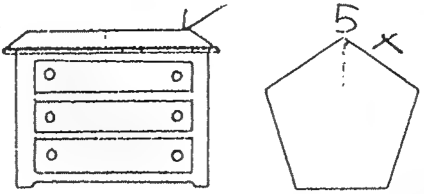
n Monday the fourth f July 1997 there was a Spaghetti g-out. The person who ins is the person that ts the most bowls f spaghetti in ~~ten~~ minutes. ~~but~~ The Rules e that if you spew you are out of the game. Well there are four contestants racing. The whistle blows they're racing but wait look two people have pulled out. ~~and~~ It's near the end now. ~~and~~ OH NO Somone has spewed. Mr Twist has won.

by Tammy G.B



Check supplies (glue, ruler, pencils, eraser) + kindly sk Mum/Dad to put on the shopping list those that eed replacing.

3. Divide the sum of 16 and 8 by 4 [illegible]
4. Angles more than 90° are called [illegible]
5. 4 books @ $8.80 each = [illegible]
6. Draw the axes of symmetry on these two shapes:



7. 117 + 380 + 15 + 6 = 51[illegible]
8. Radius of a circle is 5.5cm. What is its diameter? [illegible]
9. The area of a square is 81m². What is the length of each side? [illegible]
10. Value of the 6 in 12.6 [illegible]

1.

H	T	U
5	7	5
-3	5	2
2	2	6

2.

H	T	U
9	8	3
-2	[illegible]	6
6	8	3

3.

H	T	U
8	[illegible]	6
-4	6	[illegible]
4	2	6

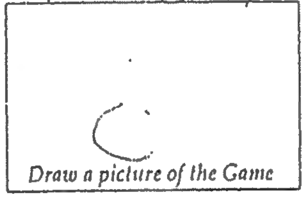
4. Newlake to Pentagon = 81km
5. Pentagon to Bethungra = 20[illegible] km
6. Bethungra to Oura = 2[illegible]km

F37	
Newlake	56km
Pentagon	137km
Stumpy Head	205km
Bethungra	337km
Oura	596km

RESEARCH - Games

Using the Data Bank, complete the description for these games, then draw a suitable picture and name each one.

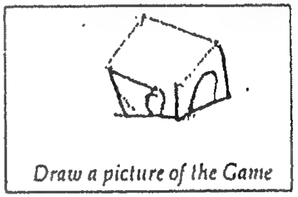
1. Spinning tops



Draw a picture of the Game

Thread is twisted around a block shaped like a pear, Players whip the thread off and the block spins. Played by Maori children.

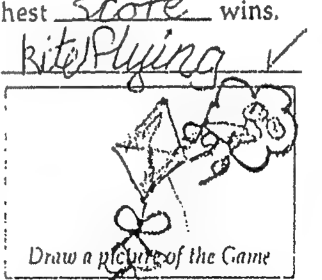
2. Marble arches



Draw a picture of the Game

Small round balls flicked through spaces in a box. Spaces are numbered and the highest score wins.

3. kite Flying



Draw a picture of the Game

Paper shapes tied to a string and flown in the breeze is a favourite game for Japanese children.

Data Bank

marble arches | ~~score~~ | ~~kite flying~~

~~Maori~~ | spinning tops | Japanese

Write spelling words & 9x tables.

- Sports
- 'Unbeata
- 'Juke box'

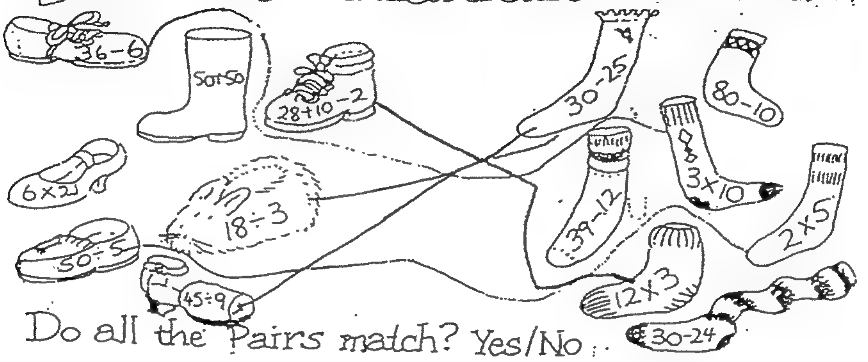
TRIVIA FOR HOMEWORK:

Year 4 Homework Week 4 Term 4

Maths

?

Draw a line to match a shoe with a sock.



Do all the Pairs match? Yes/No

1. ______ + 30 = 63
2. 20 + ______ = 77
3. 23 + ______ = 53
4. 40 + ______ = 69
5. ______ + 36 = 76
6. ______ − 10 = 63
7. 85 − ______ = 65
8. ______ − 20 = 35
9. ______ − 40 = 14
10. 59 − ______ = 19

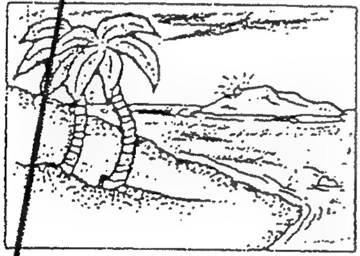
1. 15 − 8 + 9 = ______
2. 19 + 4 − 9 = ______
3. 5 × 5 + 7 = ______
4. 9 × 10 − 25 = ______
5. 15 + ______ = 26 − 4
6. ______ − 6 = 14 + 4
7. 14 − 2 = ______ − 4
8. 6 × ______ = 21 − 3
9. 27 − 3 = 29 − ______
10. 28 − 6 = ______ + 11

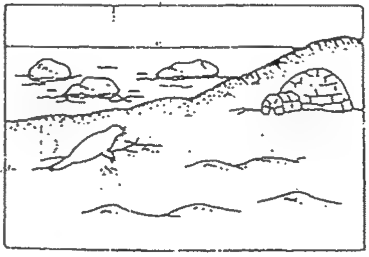
Spelling : WHY GO TO SCHOOL ?

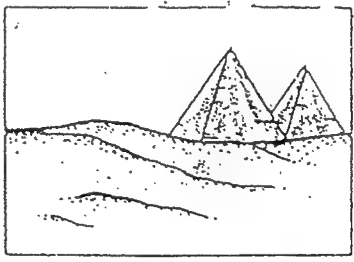
Use the look, cover, write and check method to learn your spelling words. Ask someone in your family to test your words.

Theme:

Look at the pictures below. Write some words to tell about the climate in each one.



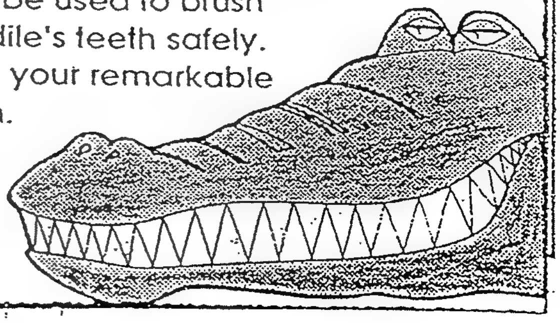




What If / Design Work

MANY PEOPLE...
CAN'T SPELL BECAUSE THEY
WERE **NOT TAUGHT**
WHERE TO LOOK AND WHAT
TO LOOK FOR....

You have just invented a device that can be used to brush a crocodile's teeth safely. Describe your remarkable invention.



TRIVIA FOR HOMEWORK:

Name: JF

HOMEWORK

Term: 3 Week: 10

1. SPELLING.

Write your personal spelling list in this table. Copy this list into your Homework Book 4 times.

purchase	girasole	belay
twelfth	rhenium	immense
sufficient	toxophilite	Literature
recommended	selectivity	medicine
Separation	capacity	vehicles

2. ORAL READING.

10 - 15 minutes each night. ← OR ELSE ?

Day	Monday	Tuesday	Wednesday	Thursday
Parent's Initials				

3. TIMES TABLES.

YEAR SIX

Write out your 2x tables four times, and LEARN. ! OR ELSE ?

4. B.T.N.

Tuesday 11.30 a.m. to 11.55 a.m., Wednesday ~~11.05 a.m.~~ to 11.30 a.m.
Choose one item from ~~this week's program~~ and write at least four sentences about it in your ~~Homework Book.~~

5. WORLD KNOWLEDGE: Mixed Terms

the following with their definitions:
: marmot, moa, meningitis, mastodon,
l, minnow, okapi, osprey, pomeranian,

urrowing animal (b) giraffe-like anima
xtinct bird (d) disease
rge, fish-eating bird (f) extinct elephant
old wind (h) British seabird
ritish fish (j) German, small dog

7. VOCABULARY: Music

h the musical terms with their meanings.
s: baton, balalaika, blues, chord, encore,
bass, chorus, contralto, crescendo.
stick used for conducting
hree or more notes played at the same time
music gradually getting louder
stringed instrument played by plucking
epeat of act already performed
highest adult male voice
deepest male voice
sad, slow Negro song

6. Match each word in Column A with its antonym in Column

Column A		Column B	
young	✓	difficult	✓
easy	✓	wide	✓
smooth	✓ ✓	old	✓ ✓
increase		shallow	✓
narrow	✓	rough	✓
deep		miniature	
gigantic	✓	decrease	✓
permanent	✓	fresh	✓
stale	✓	temporary	✓

131.

8. PUNCTUATION: Cars

Youre building a car which drives itself youd have to be joking these words once would have been true but we are rapidly moving towards the car which tells us everything beepers tell us that lights have been left on the key is in the ignition and that we are going too fast for a certain gear in europe america and japan even more remarkable ideas are being tested devices tell the drivers how to drive more economically that tyres are wrongly inflated that the drivers are becoming too drowsy

idity No. 8: To present messages and thoughtless banalities higgledypiggledy on the page; only bullshit tists use this crackernight approach.

CREATIVITY: I LIKE . . .

We Communicate in Many Different Ways

Drama
Colour
Diagrams
Maths Formulae
Magazines
Words.
Body Language
Gestures
Songs
Radio
Mime
Cartoons
Computers
Movement
Books
Music
Tears
Spatial Relationships
Conversation
T.
Eye Contact
Film
T.V.
Posture
Art
Dress
Extra Se Perce
Photog
Speeches
Charts
Visual Representation
Facia Expressions

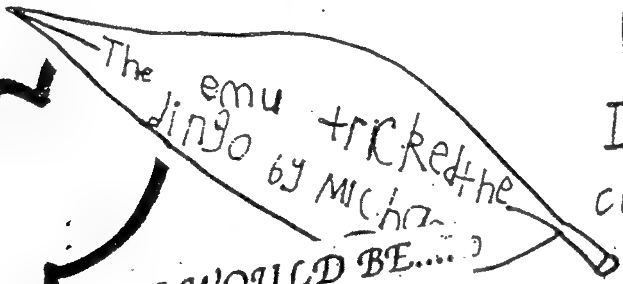
lympic craze Winners!!

avourite lessons are Handwriting and Fitness. This year we are entrating on developing our sportsmanship skills and working ily as a member of a team.

I like to be in the School magazine by craig 2B

GIFTED AND TALENTED STUDENTS

becca


The emu tricked the dingo by Micha

Jake I like my dog.

I like building cubbies. by Nathan. 2|3p

WENT TO THE OLYMPICS I WOULD BE.....

OLYMPIC POETRY IN MOTION

INDOCTRINATION.

I like Santa because he going to give me a computer. Sean J.

Early5C business cards

Karen has long hair and she told us where parts of our body are.
by Damien.

SPORTSCENE
- SPORTS GEAR
- SHOES
- BALLS
- ETC.

Phone (045) 774926

MODERN BULLSHIT!

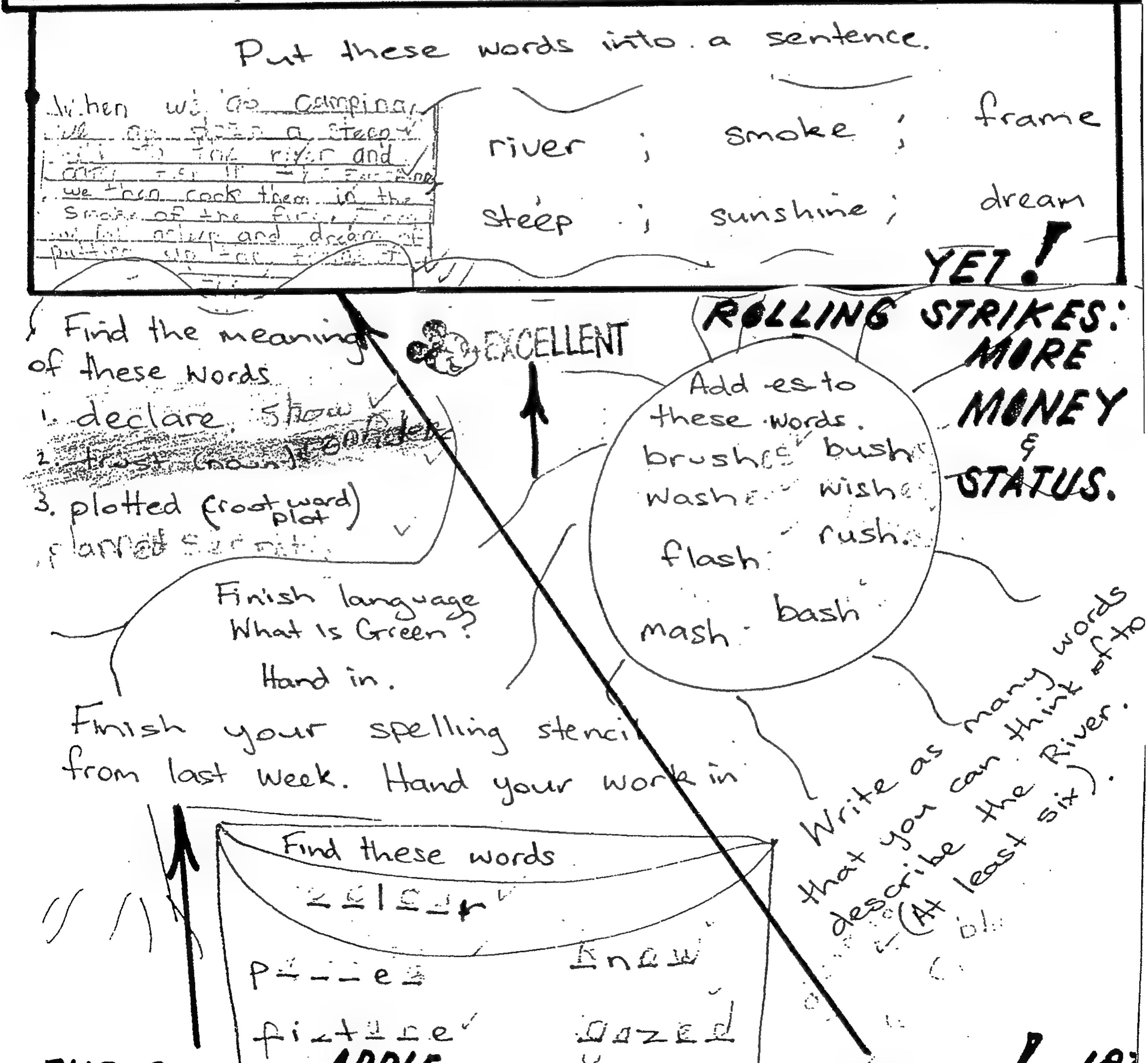
School
upport

3. They're only used to one-liners. 4. They have to think. 5. There is no picture.
6. They even baulk at the "foreign" name of Tralee. They're excused for not knowing where it is. However, don't ask where Ireland is, because they spent six weeks in doing a project on Japan.

good morning what can I do for you asked the man
my name is white and I am looking for a family named robertson I replied
there is no family of that name in this street said the man
I answered I was told they lived here
the man in bed awoke and asked who are you
I am sister blake the nurse replied
where am I and why am I here he asked
you had an accident replied the nurse and you are in hospital

Stupidity No. 10: Copying "spelling words" times; nothing short of a chore. If there is a mistake, it will be repeated four times.

Stupidity No. 11: "Put your spelling word in sentence." Apart from being used to the commercial crap, the child will only use its so-called playground vocabulary consisting of about 300 words. No wonder they can't understand the above prose.



Put these words into a sentence.

river ; smoke ; frame
steep ; sunshine ; dream

When we go camping
we go [illegible] a steep
[illegible] the river and
[illegible]
we then cook them in the
smoke of the fire, [illegible]
[illegible] asleep and dream of
[illegible]

YET!

Find the meaning of these words
1. declare. Show
2. trust (noun) confidence
3. plotted (root word plot)
planned [illegible]

EXCELLENT

ROLLING STRIKES: MORE MONEY & STATUS.

Add es to these words
brushes bush
washe wishe
flash rushe
mash bash

Finish language
What is Green?
Hand in.

Finish your spelling stencil from last week. Hand your work in

Write as many words that you can think of to describe the River. (At least six).

Find these words
_ _ l _ _ r
p _ _ _ e _
fi _ t _ r e
_ n _ w
_ _ z e _

THE ROTTEN APPLE INJURES ITS NEIGHBOURS!

I enjoy a lot of things such as swimming
high diving and gymnastics. My hobbies are 1.
collectings stamps, dolls, oriental things, smurfs,
and wooden mice. My favourite sport is gymnastics

I enjoy roller skating very much.
I go skating 2. down the street.
I also go to a roller skating
rink and hire some roller skates

Iengoy fishing, climbing,
and making modles. I like
modles because its lots of fun
and its difficalt. Fishing I
like that for food and the 3.
fun. Climbings fun because

subliminal advertising!!

I enyoy doing lots of things like
stamp collecting, skateboarding, rollerskating, 5.

I ma'l like to go swimming but it is not
my favit hode. I like all difrent hodes I 6.
can name some but there is to meny

y will act normally. So I say teenagers have
much freedom, they have too little. The people 196.
write ~~thad~~ that sort of thing should took
what they did as teenagers. They had too
e freedom so everyone does.

Yours gratefully
, an angry teenager.

FEDERAL STANDARD CRAP!

think birds should not
e Keep in cages because the
ds might be wild or have
family in the forerst
d are Scared of people.

STATE STANDARD CRAP!

Bird sbdn't not be kep in Kages becaues bird
cant see very much and they wood cruch
and Kill them self.
To cep Bird sct as a pet you ned
o give them spote. but when you want
Kep Birds you have to make a
ig Kage

PREMATURE CREATIVITY; THE DAMAGE DONE IS ENORMOUS.

8—THE DAILY TELEGRAPH, Tuesday, September 16, 1997—8

HOW CAN THEY WHEN TEACHERS DON'T TEACH IT?

Minister lets a bird out of its 'kage'

FEDERAL Schools Minister David Kemp yesterday revealed what he claimed was evidence to prove the states were accepting low literacy standards.

He released an example of writing to show the standard expected of Year 3 students based on draft national benchmarks (top sample), which he wants NSW to enforce.

And he released an example of Year 3 writing (bottom sample) he said was currently of an acceptable standard to the NSW Government. This piece of writing was only of a level 2 standard based on a national survey of Year 3 students which rated skills from 1 to 5, with 5 being the highest rating.

Dr Kemp said it was clear from this sample that the NSW Government was prepared to tolerate a lower than satisfactory standard of literacy in spelling and sentence construction.

Schools forced to prove literacy

By KATRINA BEIKOFF
Education Reporter

ALL Australian schools will be forced to publish details of their students' literacy under a new drive by the Federal Government, which will cut education funding to states that refuse to tow the line.

From next year, schools producing illiterate children could lose funding unless they can show they have programs in place to improve each child's literacy skills, under measures announced by Federal Schools Minister David Kemp yesterday.

This follows a report — dismissed by the states — showing about one in three primary children effectively are illiterate.

Dr Kemp's changes effectively could override a deal struck between the Teachers Federation and the NSW Government, under which annual school reports were not to contain literacy information that would allow a comparison of schools.

Dr Kemp said every school would have to publish the results of Year 3 and Year 5 students' literacy skills from next year. The results will be graded against national standards.

And, while the states control education, they will suffer federal funding losses cuts for schools that fail, or make an inadequate effort, to meet the standards.

Dr Kemp said the publication of the results, tied with the threat to withdraw funding currently worth $600 million a year, was the only way to improve national literacy standards.

"The schools and states will be require put forward a det plan to inform the C monwealth what will be doing to en students are brough to the maximum s dard," he said. "We can't go on pou money into that bu [literacy funding] not finding out whe or not it is working."

A national study year of 7454 childre Year 3 and Yea showed about a thi students could not or write properly.

Australian Counc Education Researc sociate director Dr C Masters said yeste the standard used ir study was a benchr for being literate, students who did reach it would be sidered illiterate.

Dr Kemp said prir curriculums shoul cleared to allow teac more time to cor trate on literacy.

"Every child who ters school next ought to be literate in four years," he sa

"And if they're we're failing them we will know becaus results will be publi against the nat standard."

But the NSW Gov ment called Mr Ke plan a "smokescreen cutting education f ing to the states. cation Minister Aquilina said the st finding of mass illite was exaggerated an Federal Governn was "contributing ing but threats".

Teachers attacke Federal Governm "an outrage" tha a spectacle out o children's abilit threatened to cu to the most need.

Miranda Devine

STUPIDITY No. 1.

Iv got a speshl cav

special

awn t★he rod

OBJECTIVE: WORKING FOR STARS

SPELLING AWARENESS! FOR GET ABOUT "BOOKWEEK"

and i c~~i~~all it a rain fols

call

FALSE ENCOURAGEMENT

★★

This is like a Yr 2 journal, Amy!
Well done! 23.8 ★★

EXAGGERATED PRAISE: THE RESULT OF INCOMPETENCE.

brought

shana brurt in three

din

~~diorh~~osaur~~us~~

eggs tha~~t~~s hatch~~s~~ in

water

wurtru and is on it on

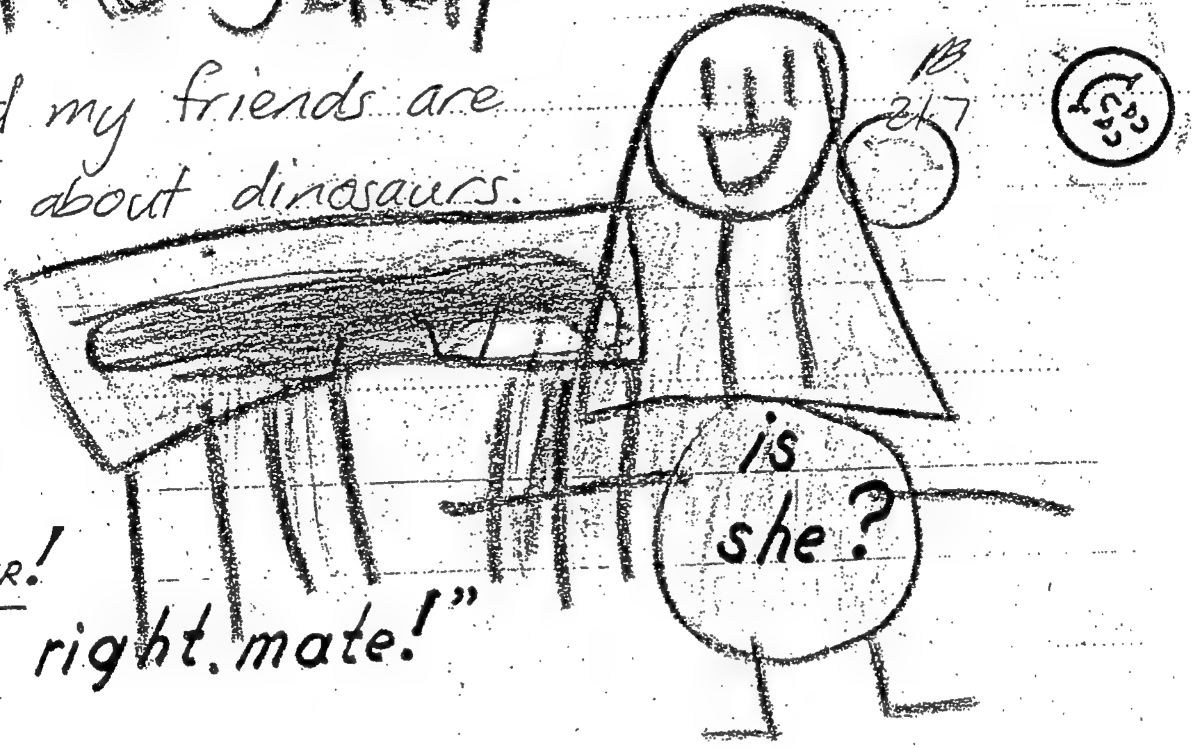
misis Bulls

desc.

HILD

xm and. mi frens a x lunig a bat dinosaur.

e and my friends are rning about dinosaurs.



TEACHER!

She's right, mate!"

THE CANCEROUS TRAP

A RUDE AWAKENING WHEN STUDENTS START WORK!
EMPLOYERS DON'T GIVE STAMPS FOR TRYING

competent teachers remind me of trapdoor spiders.

CCORDING TO THE BOARD OF STUDIES, PARENTS MUST PRAISE AND CONCENTRATE ON HE POSITIVE ASPECTS OF THEIR CHILDREN'S WORK BECAUSE CORRECTION OF SPELLING ND GRAMMAR, UNLESS REQUESTED, COULD INHIBIT THE DEVELOPMENT OF CONFIDENCE.

his, of course, is the philosophy you adopt when you're incompetent.

hus, parents are conned into perpetuating the production of trash: the writing, the spelling, the content. It ould be cruel to criticise a triumphant child.

THIS IS HOW THEY "TEACH"

Use fullstops

Use capital letters

Give story a good title

Make a good beginning to a story

Make a good middle to a story

Make a good ending to a story

Have a go at spelling

SICK!

Correct own spelling

Remove and/then from story

Use commas correctly

Use question marks ?

Publish my own story.

Edit my own story

Take responsibility for the writing process

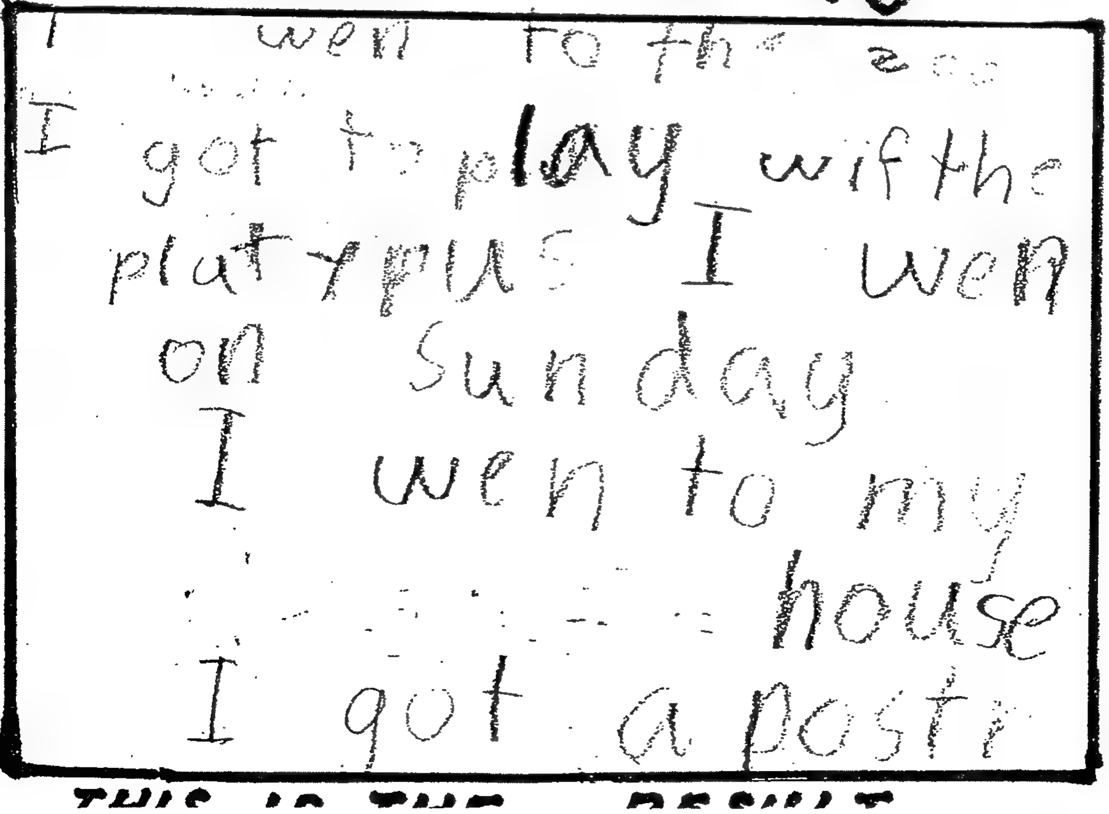
TEACHER

NO DIFFERENCE

CHILD

"CREATIVE" WRITING

YEAR 2.



I wen to th zoo

I got to play wif the platypus I wen on Sunday I wen to my house I got a posti

THIS IS THE RESULT

YEAR ELEVEN!

to Shoot a .410 Shotgun a 12 gague Shot gu
a musket, and a .303 army rifle. most
of these have been quite recent as the am
ount of Kick is So much that when I first
Shot the 12 gague I thought I broke m
Shoulder. when I was 16 I applied for
my minors lisence which is like your p's
and was Sucessful, I applied for a membership
at the See bees pistol club and was also acc
as a junior member. In june this year I wi
also apply for my Shooters lisence. In the not ~~to~~
far off future I would like to Study and
become more efficient in other aspect of Shootin
Such as clay pidgeon Shooting, trap Shooting and
long range target Shooting.

TEACHER'S COMMENTS
IN MODERN HIEROGLYPHICS!

Well planned interesting. } **PRAISE**
Good expression

Use paragraphs **ORDER!**

NOBODY CARES!

---

2. Join the letters from the top line to the matching ones in the lower line. Say the word and write it under its picture. The first one is done for you.

pl kn cl rai car run skip coo
king ning ate ock ning ife pet ping

The jumbled words below are all to do with the way stars an shine. Write the unjumbled words on the lines.

wog mreglmi kewtnli aglme hnsie

NO WONDER

Students with HSC fail

Mr Brian Bailey, a senior lecturer in communications at the college, said the part-time, mature aged students were more literate than the full-time students with the Higher School Certificate.

Top pupils fail test in literacy

ABOUT half the students [illegible]mitted to bu ness courses at Nepean College of Advanc Education failed a literacy test.

The college had to test new business students for racy skills before admitting them to the School of Busir Studies this year.

This is because the college has found a large[illegible]mbe students hindered in their studies because of an appal lack of literacy.

About half the potential students failed a literacy at the beginning of this year.

These students had to study a course on English s before starting their business studies.

Nepean's problem was highlighted at a two-day nat conference of business communication teachers the

H) Read this passage:

Jill's large class visited the circus yesterday. Susan and Tim really enjoyed the beautiful, white horses who pranced gracefully around the ring. Sam was amused by the antics of the naughty monkeys as they skillfully climbed the bars of the cage. Mrs. Green gave everyone chocolate ice-creams, on the way home and everyone talked about the fun they had at the circus.

OF COURSE

YEAR 6 INDOCTRINATION

From the passage write down:

1. 3 proper nouns ~~Circus~~ Mrs Green Susan Tim ✓
2. 3 common nouns monkeys ✓ icecreams ✓ antics ✓
3. 3 adjectives they x around x really x
4. 3 verbs visited ✓ climbed ✓ enjoyed ✓
5. 3 adverbs white x gracefully ✓ [illegible] x

SUBJECT AND PREDICATE

AFTER 8 WEEKS!

THE LAME WHO IS LEADING THE BLIND IS DEAF AS WELL AS BLIND

Parents graduate in literacy teaching

SIXTEEN proud parents attended their own graduation recently, after eight weeks of a literacy teaching course.

The parents stepped forth to accept their Talk To A Literacy Learner (TTALL) certificates at Windsor South primary school where the course was held.

Co-ordinator Annette Judge said TTALL emphasised the partnership needed between the home and school in assisting the development of student skills.

"The course was really designed to reinforce the idea that education is moving into local communities," Ms Judge said.

"It involves not jus[illegible] teachers and students [illegible] also involves parents." Throughout the intensive course parents were informed about how children learn to read and write.

They were also taught the importance of their role before their child's school enrolment.

Ms Judge sa[illegible] the group not o[illegible]orked well tog[illegible]r, [illegible]t fo[illegible]ged strong friendships and enjoyed the course.

To graduate the parents had to complete a [illegible]al project, to be displ[illegible]at the school.

Ms J[illegible]ge [illegible]ated a nigh[illegible]rse, [illegible]ointly run b[illegible]or South public [illegible] and Bligh Park [illegible]lic school, would be [illegible]held.

IN TEACHING THE SAME CRAP

TO PERPETUATE THE RUBBISH

the [illegible] house

[illegible] the dark dark [illegible] there was a dark dark forest and in the dark dark forest there was a dark dark path and down the dark dark path there was a dark dark house and in the dark dark house there was a dark dark Hall and in the dark dark Hall there was a dark dark cupboard and in the dark dark cupboard there was a ghost

boo

180.

HIS YEAR 9 BOY WILL EVENTUALLY HELP HIS KIDS

Teaching and Learning Together

Stupidity No. 9: The Assignments, The Projects, The Homework, The Written Comprehension exercises; copied chores done with the help of tutors, parents, brothers, sisters and friends. Although they are presented as a modern way of doing things, they are, in fact, the result of the teachers' inability to teach and the inability of T. V. addicted, lolly-sucking, dry noodles-munching children to study. Great civilisations have disappeared; we are well on the way of being mentally annihilated.

Since children will be in trouble if they don't do the prescribed work, parents are, once again, conned into helping, not only their children, but also to perpetuate the rort according to the new slogan, "Teaching and learning together."

Written comprehension exercises are, of course, useless because answers have to invariably be discovered by going over the text again; it is actually a sneaky way to make the child read it. Questions like, "what is the colour of John's car and what is the name of his girlfriend", have nothing to do with comprehension.

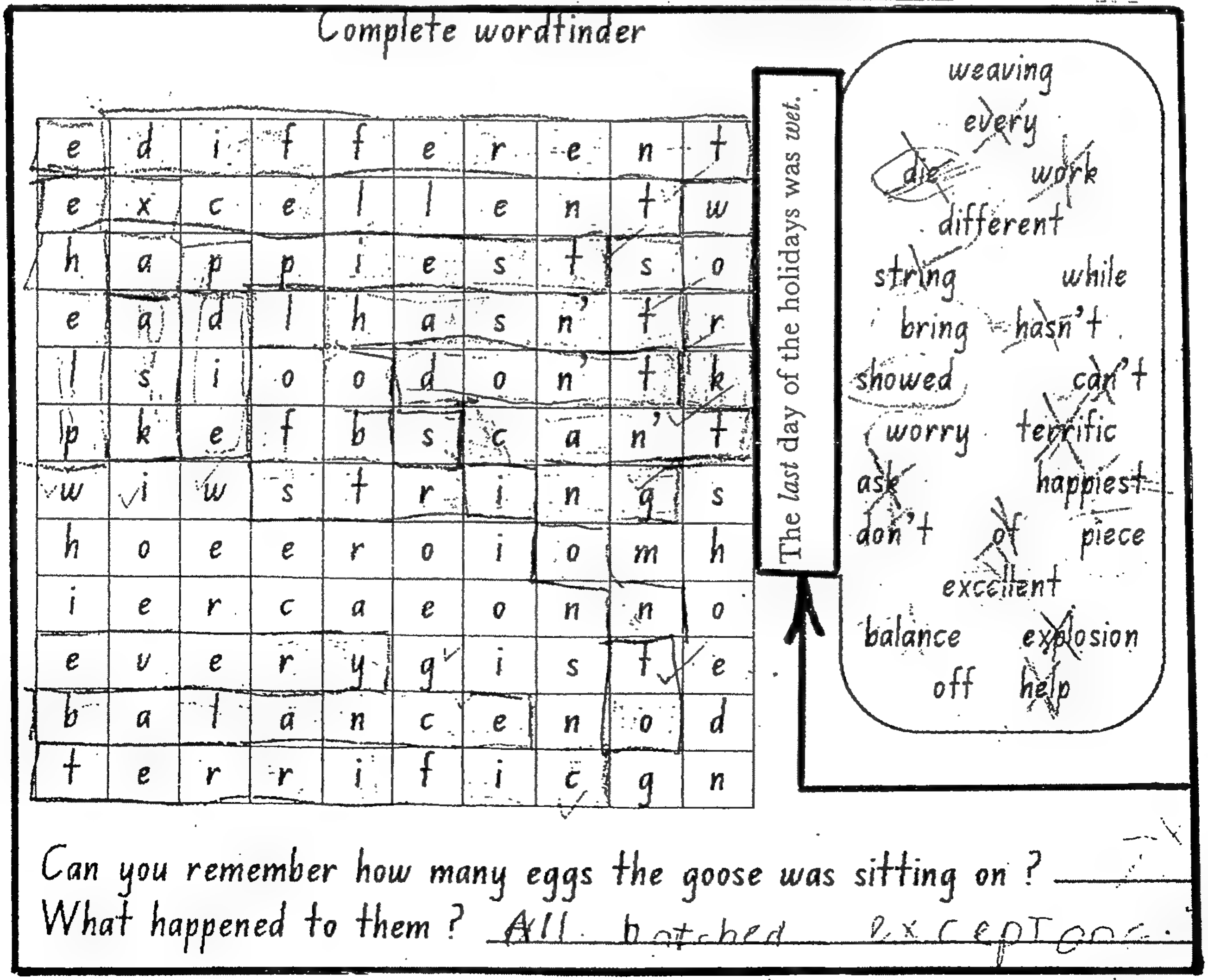
The ultimate stupidity, ignorance, or sabotage is to deny the student to train his memory. Children are so used to having to answer questions in writing that they simply wean themselves from taking in what they read.

The Water Nymphs

The people of Tralee were all dancing merrily on the green to celebrate the coming of spring, when there suddenly stepped into the firelight three beautiful young maidens clad in flowing white gowns, with water lilies and roses entwined in their hair. (From: Celtic tales of the Strange; Joanne Asala; Sterling.)

Apart from the reason mentioned before, why can't children remember?

2. The prose is like Double Dutch to them; they are so used to crap like this:



Complete wordfinder

e	d	i	f	f	e	r	e	n	t
e	x	c	e	l	l	e	n	t	w
h	a	p	p	i	e	s	t	s	o
e	a	d	l	h	a	s	n'	t	r
l	s	i	o	o	d	o	n'	t	k
p	k	e	f	b	s	c	a	n'	t
w	i	w	s	t	r	i	n	g	s
h	o	e	e	r	o	i	o	m	h
i	e	r	c	a	e	o	n	n	o
e	v	e	r	y	g	i	s	t	e
b	a	l	a	n	c	e	n	o	d
t	e	r	r	i	f	i	c	g	n

The *last* day of the holidays was *wet*.

weaving
every
~~die~~ ~~work~~
different
~~string~~ while
bring ~~hasn't~~
showed ~~can't~~
worry ~~terrific~~
~~ask~~ happiest
don't ~~of~~ piece
excellent
balance ~~explosion~~
off ~~help~~

Can you remember how many eggs the goose was sitting on ? ______
What happened to them ? All hatched except one

A noun names a person, place or thing : **NOW WHAT? 181.**

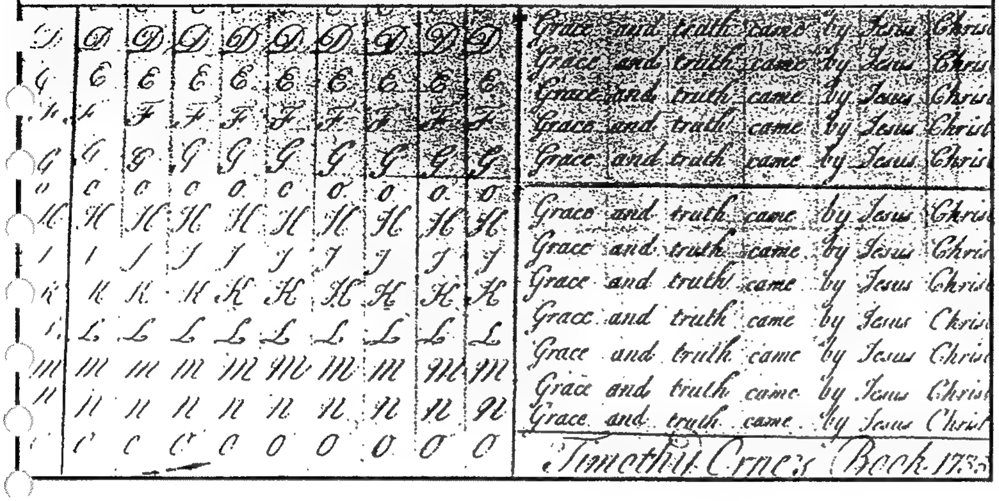
OPPOSITES (1)

Write out the sentences, changing the words in italics to words that have the opposite meaning.
Choose your words from this list: **THAT'S WHY MANY PEOPLE** … **INDOCTRINATED HABIT**

Fingers firmly gripping the thin shaft of a quill pen, many a student in an early American school labored over his copy book, tracing the elaborate dips and swirls of the ABCs and struggling with the accompanying writing exercises.

Each page of the large, clothbound text contained examples of the exacting script of the teacher. On blank lines below the teacher's writing, the students meticulously sought to achieve the same effect, repeatedly tracing garnished letters of the alphabet and copying sentences of a relentlessly uplifting tone. Hour after hour they toiled, and some of the more gifted among them ultimately went on to achieve calligraphy so ornate as to be virtually unreadable.

The reward for this drudgery was the book itself, page upon page of the most elegant penmanship, often cherished for years by such scholars as Timothy Orne.



D D D D D D D D D D
E E E E E E E E E E
F F F F F F F F F F
G G G G G G G G G G
O O O O O O O O O O
H H H H H H H H H H
I I I I I I I I I I
K K K K K K K K K K
L L L L L L L L L L
M M M M M M M M M M
N N N N N N N N N N
O O O O O O O O O O

Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ

Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ
Grace and truth came by Jesus Christ

Timothy Orne's Book 173

DON'T SCOFF AT THIS METICULOUS PRECISION.

ITS DOUBLE MEANING IS CHARACTER BUILDING

WHAT ABOUT THE MODERN VERSION? GARBAGE!

ITS DOUBLE MEANING IS SELLING COMPUTERS TO MAKE UP FOR INCOMPETENCE AND A "SHE'S RIGHT MATE" ATTITUDE

YEAR 12

Actully in Balled form [illegible] usually anonymous heals has imitated from here usually tells a dramatic story usually begins in midst of conflict with a highly emotional atmosphere. A ballard consists of short stanzas usally 4 or 6 lines sometimes but not always in cludes a refrain (chorus) lines usually have 4 stresses Traditional ballard does not usually put much emphsis on imagery

THIS IS HOW YOU CAN NOT EXPOSE SPELLING INCOMPETENCE.

Examples of Scripts of 10-Year-Old Students

Write About Yourself (Test 10W/A Task 4)

Example 1.	Score 10	3% of students attained this score
Example 2.	Score 8	21% of students attained this score or higher
Example 3.	Score 6	60% of students attained this score or higher
Example 4.	Score 6	60% of students attained this score or higher
Example 5.	Score 4	90% of students attained this score or higher
Example 6.	Score 2	All students attained this score or higher.

TESTING INSTEAD OF TEACHIN

EDUCATIONAL POISON

KEEP OUT OF REACH OF CHILDREN!

Here re the names of some Australian animals. Can you read them?

koala wombat kangaroo emu

platypus echidna dingo kookaburra

Now match these. Write them

ko	pus	1. koala DOW
2. wom	burra	2. wombat ✓
3. kanga	ala	Koala 3. ✓
e	bat	Wo [illegible] t 4. ✓
platy	roo	5. K [illegible] bro ✓
echid	go	6. dingo ✓
din	mu	7. emu ✓
kooka	na	echid 8. na ✓

Which one would you like for a pet? Write your answer on the back and then draw a picture of it. Don't forget to write why you'd like it for a pet

HAVE PARENTS BECOME OBSOLETE OR ONLY NEEDED TO RAISE MONEY TO BUY THIS CRAP ?

what is a need?

We all have needs. Our needs are food, clothing and shelter.

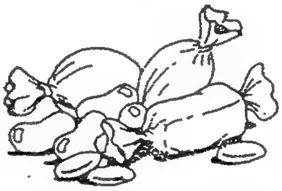
We must have these things to keep us alive and healthy.

Food is a need.

Food keeps you healthy and helps you to grow. Not all food is good for you.

Draw the food we need and the food we don't need in the box.

Brainstorm

Some foods we need.	**Some foods we don't need.**
milk milk Vegetables ~~[illegible]~~ onion peas fruit fruit apples fruit water vegetables meat	 chocolate soft drink jelly beans cake chips ice cream treat-all

READING FOR PLEASURE

CURVED LINE INDICATES THAT READING IS FUN.

date	16-9	20-9	21-9	22-9
what's	✓	✓	✓	✓
and	✓	✓	✓	✓
that	✓	✓	✓	✓
under	✓	✓	✓	✓
It's	✓	✓	✓	✓
up	✓	✓	✓	✓
going	✓	✓	✓	✓
around	✓	✓	✓	✓
over	✓	✓	✓	✓
making	✓	✓	✓	✓
sound	·	✓	✓	✓
kind	·	✓	✓	✓
oh	✓	✓	✓	✓
of	✓	✓	✓	✓
now	·	[illegible]	[illegible]	[illegible]
buzzing	✓	✓	✓	✓
we'll	·	✓	✓	✓
never	✓	✓	✓	✓
know	✓	✓	✓	✓

	14/9	22/9	3/11	10/11	15/11	22/11
at	·	✓	✓	✓	✓	✓
be	·	·	·	·	✓	·
to	·	·	·	✓	✓	✓
in	✓	·	·	·	·	✓
he	·	·	·	✓	·	·
it		·	✓	✓	✓	✓
of		·	·	·	·	·
me	·	·	✓	✓	✓	✓
the	·	·	·	·	·	✓
so	·	·	·	✓	✓	✓
on	✓	✓	✓	✓	✓	✓
and	·	·	·	·	✓	✓
an		·	·	·	·	✓
as	·	·	·	✓	✓	✓
is		·	✓	·	✓	✓
I	✓	✓	✓	✓	✓	✓
but	·	·	✓	·	·	·
his		·	·	·	✓	✓
we		✓	·	✓	✓	✓
you		-	·	·	·	·
	3	4	7	10	13.	15

NO WONDER
MANY DON'T
OR CAN'T READ.

Editing the draft and publishing it. !

Writing a draft information report of the H.S.I.E. video "Tapa Tradition".

ENGLISH
Writing
Year 4 **Name:** ......

Outcomes:

	Achieved	Developing
* Select key ideas	☑	☐
* Writes text using paragraphs	☐	☑
* Uses selective vocabulary	☑	☐
* Punctuates writing using full stop, commas, capital letters, abbreviations and apostrophes	☑	☐
* Joins sentences with conjunctions such as, 'as', 'although', 'until', 'unless'	☐	☑
* Edits with awareness of mis-spelt words, missing punctuation and sense	☐	☑
* Publishes with edited corrections Not done. ran out of time.	☐	☐

well written and edited!

Scrubbing
Third after getting the bark start scrabing
beat
it then bet the bark ~~in~~ it with a
leave beat
club. Fourth lev to driy then bet
again boiled
~~a~~ agen and stick to gether with boyeld
collect boil
arrowroot. Fifth clek bark and boyeld
it ~~of~~ to get ~~th~~ ingk ink. ~~deoaoe~~ use
Different different
difrint barks to get difrint colours use
soot to make ~~blak~~ block. Sixth cut out
stencils then place them on the Tapa
sponge push
dip a spang into the ink then poosh it on
to the [illegible] to make pictures then
~~lev~~ ~~leve~~ leave it to driy ~~then~~ when
ready
it is driy it is ~~redy~~ reddy to be used
ornaments
as blankits, mats, wall onumits and
tradishunall onumits.

stencils

well done

431.

ENGLISH - SPELLING

In ✓

hat ✓

— yes

mad mud

— Kun ✓

fom from

the ✓

and ✓

to ✓

I ✓

hav have

Wos was

Wan when

— they

~~ta~~ there

16.

17.

18.

19.

20

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

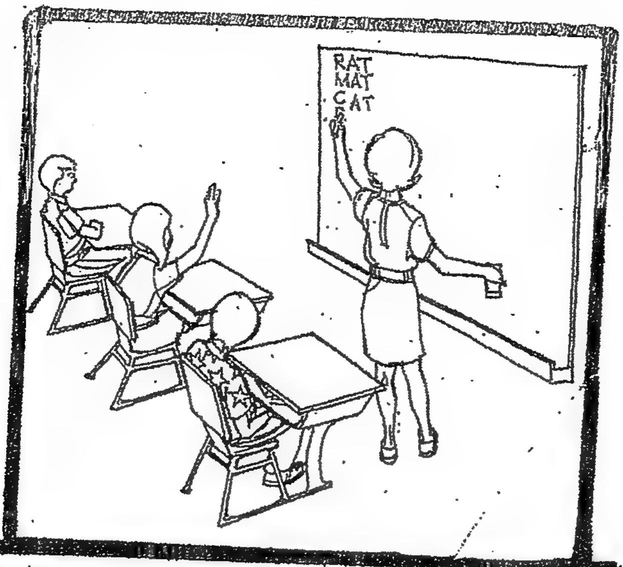
This is new to me:

They're now counting how many letters in a word are right;order is not important.

HOW LONG CAN THIS BULLSHIT last?

Great effort Ben ★★★ 17/11. 81.

SPELLING: NOBODY TEACHES IT



1. READING EXTRACT, SPELLINGS IN CONTEXT

“A DAY AT THE SEASIDE”

The words in heavy print are from current lists, while those nderlined are from previous lists.

Every child likes to **spend** a day at the seaside. Sometimes it is a picnic on a single day, and sometimes it **spreads** over **many** days f a long **holiday**. There is **always** so much that **children** can do while **playing** on the seashore.

I **shall** tell you how we spent last Saturday **having** a picnic n the beach. We **travelled** to the coast by car and arrived **just** about nine **o'clock**. Dad **found** a shady **spot** near the **sand**. Mother told us to hower and then put on our **swim** suits so that we could play on the shore and wander along the sandy beach until the **tide** was high nough for us to go **swimming**.

I had **brought** my **bucket** and spade with me, so my sister and I **decided** to **build** sand **castles**. I collected some **shells** and small stones r the **fence while** Jane dug up the **loose** sand into **heaps**. In no time we had **built** a **beautiful** castle.

As it was **almost** time for our swim, Mother told us not to get n **burnt** and to **watch** out for **jellyfish** as several **children** had been stung last weekend. We did as we were told and were **careful** not to beyond our depth in the **water** as my sister was not a **strong swimmer**. I had to assist her when large **waves knocked** her off her eet. **While** we were in the water Dad got his camera to take our hotos.

We then got **ready** for **lunch**. We were both very hungry by is time and **looking** forward to a hearty **meal**. We took off our stumes and sat down.

In the **afternoon** as our **parents** wanted to read the **books** they d brought with them. We got our skim **boards** as we were eager to ee if we could use them. We **played** in the shallow **water** near the ge of the sand.

When it was time to depart for home we **washed** the sand from ur **legs** and helped Dad to pack the picnic things into the basket. We n began our journey home after a happy day at the seaside.

A TYPICAL
ADULT
WRITING
FOR
THE CHILD

NO WONDER
MOST PEOPLE
USE THIS STUPID
PRIMARY
SCHOOL
ENGLISH.

Improve your spelling

pelling is not easy in English because words are ot always spelled as they are pronounced. With ıly 26 letters in the alphabet and approximately 5 basic sounds, one is bound to have trouble in presenting the spoken word in a written form. ecause of the deficiency of the alphabet, a ngle letter is often called upon to represent a riety of sounds, as for instance the letter *a* is ing in *hat*, *day*, *call*. A more famous example *bough*, *cough*, *sought*, *thorough*, *though*, *tough*, *rough*, where the letters *ou* represent seven tally different sounds.

To complicate the matter, the opposite is also quently true: one sound is spelled in a number different ways. You might think, for example, the middle sound in *piece*, *queen* and *team*. e same sound is also spelled *i* in *machine* and ı *intervene*.

Then again, some letters serve no real purpose all. *Q*, for example, could be discarded quite dily because it only serves the same function *kw* (quick=kwick); and *x* could be replaced *ks* (box=boks).

There are other examples of discrepancies ween pronunciation and spelling. For mple, in the five simple words *parade*, *sicken*, *ity*, *melon* and *focus*, the same pronunciation is represented by five different vowels: *a*, *e*, *i*, . And in the following eight words, the sound is spelled in eight entirely different ways: *e*, *rain*, *gauge*, *day*, *matinee*, *break*, *vein*, *they*.

e most frequently misspelled words

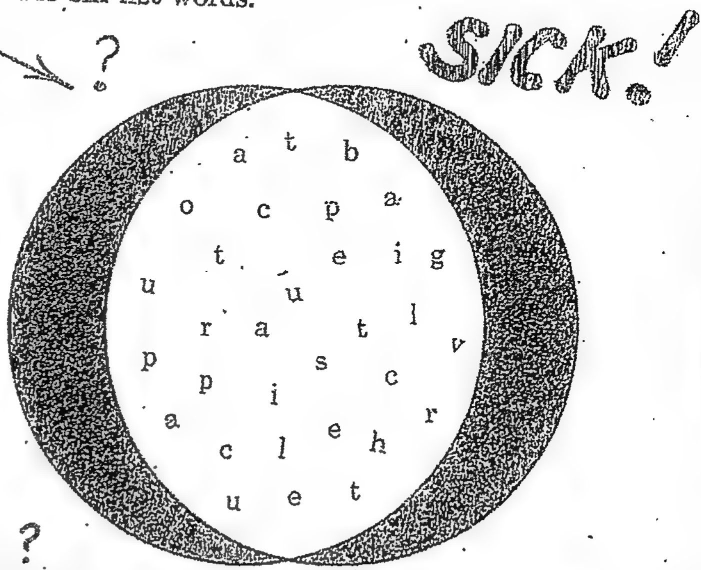
is section concentrates on everyday words ıt cause more than 80 per cent of all spelling ors. Perhaps the four words which cause st difficulty are *all right*, *coming*, *receive* and *arate*.

For school children, the most frequently misled word might be any of these four or *ycle*, *description*, *really*, *similar* or *writing*.

For office workers, secretaries and business-ı, the culprit may be *advertisement*, *correspond-e*, *definite*, *effect*, *an envelope* or *recommend*. Housewives may find trouble with *handker-f*, *pigeon*, *receipt* or *sieve*.

eview these words and the following lists. rn the words which cause *you* difficulty.

Six words from the list are hidden in the footballs. However, the letters that begin and end the words are shown around the edges of the footballs. Find the six list words.



Find the hidden words ending in y in the square. List them in your exercise book and then make them plural. There are eleven words.

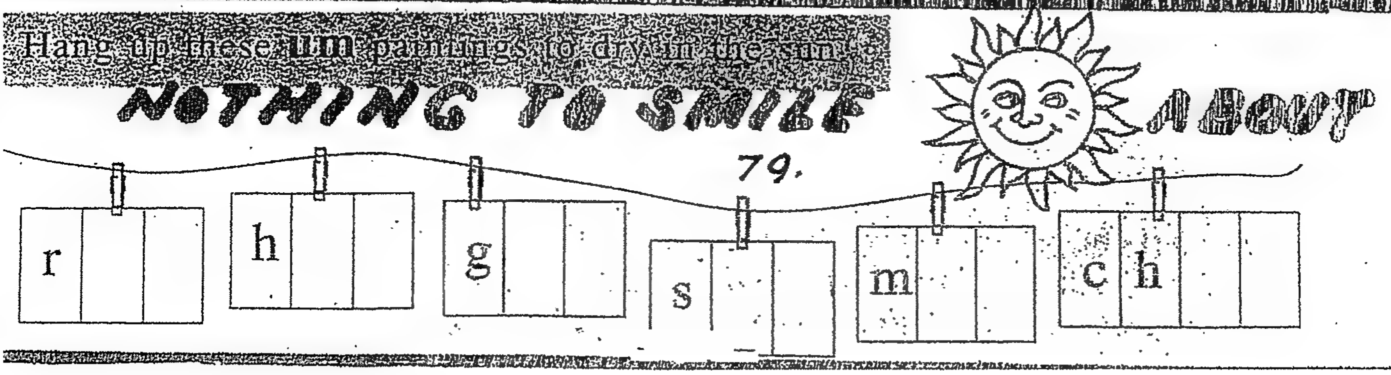
F	A	M	I	L	Y	B	E	M
A	X	A	B	C	D	S	K	Y
C	H	E	R	R	Y	Q	G	S
T	Z	W	X	A	T	L	M	T
O	Y	V	B	I	J	V	W	E
R	V	B	Q	L	O	O	O	R
Y	M	N	U	W	C	I	T	Y
C	S	T	L	A	K	S	K	W
I	D	U	T	Y	E	P	O	V
K	I	D	N	E	Y	Y	W	X

In this puzzle there are fifteen hidden words, each with a silent letter. Can you find them? Write them in your exercise book.

POOR KIDS!

H	O	N	E	S	T	S	T	U	G
X	K	S	P	L	L	S	T	U	U
Q	N	X	Y	I	A	G	H	Q	A
Z	E	Z	M	G	M	N	O	J	R
N	E	I	G	H	B	O	U	R	D
E	I	G	H	T	Z	M	G	A	B
H	J	R	O	Q	Z	E	H	C	D
A	B	R	S	Q	W	R	I	T	E
L	I	S	T	E	N	F	G	H	I
F	O	L	K	N	O	C	K	J	K

Hang up these um paintings to dry in the sun.



HOME SCHOOLING

INDOCTRINATION

Dear Stage One Parents,

SENSATION (EMOTION) INSTEAD OF HISTORY

Students in Stage One will participate in a Talking & Listening program this year that includes "News". Students will be given a set 'News' day. The aim of Talking & Listening is to improve children's ability to speak in front of their peers, speak in complete sentences ensuring who, what when, where and why is covered. A list of topics, some related to the COGs unit being taught this term and hints are provided below, this is to help make news more purposeful.

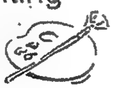
It would be greatly appreciated if you could assist your child to prepare their news, where necessary. Students will present their 'News' on a given day.

Your child's ________________________ 'News' day is:

Monday Tuesday Wednesday Thursday [✓ Friday]

Thank you for your support and help.

February 2011

Week	Topic	Questions to answer
5	Free Choice	- Talk about or show what you would like.
6	Special Toy	- Bring in a special toy and tell why it is special to you.
7	Free Choice	- Talk about or show what you would like.
8	Drawing/Painting 	- Bring in a painting or drawing you have made. - Tell why you made it and what you like about it.
9	Free Choice	- Talk about or show what you would like.
10	Favourite Movie	- Talk about your favourite movie and why it is your favourite.
11	Easter	- Talk about what your family does for Easter. PLAY GROUND VOCABULARY

PLEASE PUT ME ON THE FRIDGE!

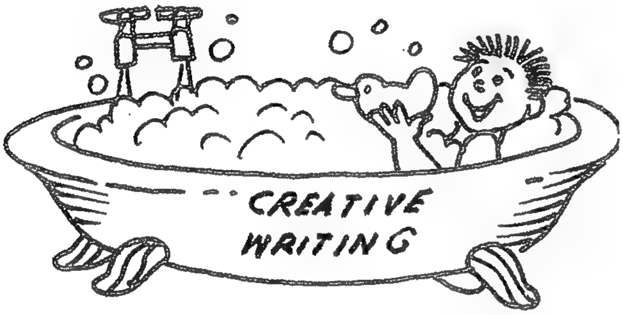
?

√ ?

READING **EXPLANATION**

Read the story, then answer the questions.

Houses have many different rooms in them. Each room has a different function. You sleep in a bedroom, eat in the dining room. Food is stored and prepared in the kitchen and we clean ourselves in the bathroom.



1. In which room do you sleep?
ihn bebrom

2. What happens in the kitchen?
We'Eat

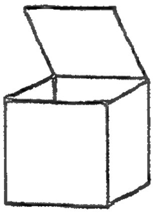
3. In what room do we eat our meals?
In the kitchen

4. Name another room in your house and say what it is used for.
TV room
whchng TV

SPELLING Add "es" to these words. (WITHOUT SAYING WHY!)

1. bus________
2. fox________
3. box________

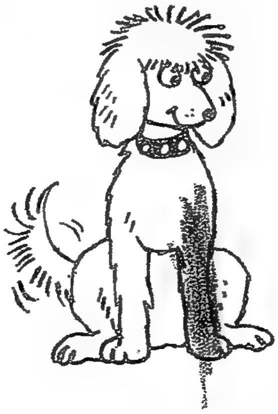
4. mix________
5. branch________
6. match________



7. wish________
8. fix________
9. dish________

ENGLISH Write the name of the house or place where these animals live. TRIVIAL PURSUIT

1. dog ________
2. bear ________
3. horse ________
4. fox ________



5. children ________
6. pig ________
7. bird ________
8. spider ________

nit 19

READING

NARRATIVE

Aborigines tell wonderful myths and legends from the Dreamtime.
Select one Dreamtime story and read with Mum or Dad.

HOMESCHOOLING

1. How the Kangaroo Got its Tail
2. The Rainbow Serpent
3. How the Lakes were Formed

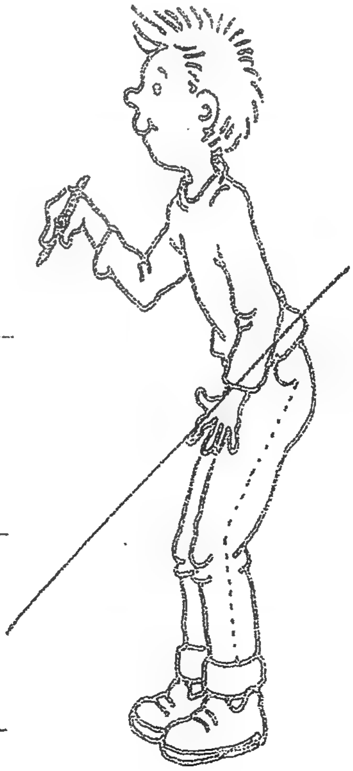
SPELLING Contractions - two words can be joined by an apostrophe. The first has been done for you.

1. it is it's
2. we are ______________
3. you will ______________
4. there is ______________
5. do not ______________
6. that is ______________
7. I am ______________
8. can not ______________

ENGLISH Using the word bank, find the opposites of these words.

TRIVIAL PURSUIT

1. The opposite of long is ______________
2. The opposite of thick is ______________
3. The opposite of over is ______________
4. The opposite of above is ______________
5. The opposite of wet is ______________
6. The opposite of rough is ______________
7. The opposite of front is ______________
8. The opposite of sweet is ______________



Word Bank

back
sour
dry
thin
under
below
short
smooth

Term 3 wk 1

THEMES/SPECIAL WORDS

In School

Week 1 Beginning:

Join the word parts to make words to do with school. SO NOW Y

SEE
utercomp !
cilpen
eskd

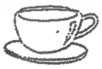
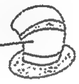
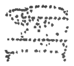
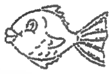
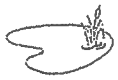
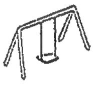
tele comp teach
ooks esk pen

1. uter 2. cil 3. er
4. b 5. vision 6. d

LOOK AT THE
TOTAL MESS !

STRUCTURE/PATTERNS

→ Add the middle letter to make a word that matches the picture. PATHETI

1. cup 
2. hat 
3. mop 
4. fish 
5. pond 
6. swing 

WORD BUILDING

Write the words in the box under their letter patterns.

small sing hand fall
stand sand ball thing
ring call sting land

all ing and

HOPELESS !

THINKING ABOUT WORDS

NO WONDER KIDS
ARE CALLED DYSLECTIC.

How many three letter words can you make by using the letters in the box?

b a f o r
t e n d x

fat, and, ten, fat,
fax

FACULTY: GIFTED AND TALENTED EDUCATION

THE USUAL JARGON: BASED ON THIN AIR.

OBJECTIVES/ GOALS	IMPLEMENTATION STRATEGY	TIME FRAME				WISHFUL ANTICIPATED OUTCOMES THINKI
		T1	T2	T3	T4	
To develop a School Plan for GIFTED AND TALENTED STUDENTS	* Committee formed to coordinate programs for GATE, including parents and students. * Identification and grouping of Year 8 students in 1993 * Identification of Year 7 students 1993 - application of the PURDUE subject Forms and SAT test. * Identification of Gifted and Talented Underachievers. * subcommittee to prepare GATE Policy. * Staff and Parents to adopt School Policy					* Extended teacher-paren involvement in the development of new sch school programs. * Improvement in the education outcome of Gift and Talented students. * Accurate identificatio of Gifted students an subject related Talent (areas of endeavour) * Improve the performan of underachieving gifted and Talented students. * Database of Gifted-Tal Students developed. * Concerted whole schoo approach to GATE, w increased parental awareness and suppo
To increase staff and Community awareness GATE.	* Priority given to GATE at staff Development Day * Committee to make brief reports at Staff Meetings. * Staff & Parents encouraged to attend GATE courses offered by: a) Training and Development Program b) Universities.					* All staff are aware of and committed to the education of Gifted and Talented students / GATE.

HOWEVER, as mentioned before, THE POWER OF EMOTION IN THE DIRECTION OF HUMAN THOUGHT, THE IMPOTENCE OF LOGIC TO AFFECT THE CONCLUSION DICTATED BY PASSION AND PREJUDICE, AND THE EXTENT TO WHICH MAN'S MIND IS CONTROLLED BY PSYCHOLOGICAL PROCESSES OF WHICH HE IS HIMSELF ENTIRELY UNCONSCIOUS, HAVE BEEN SO ABUNDANTLY DEMONSTRATED AS TO BECOME OBVIOUS TO THE MOST SUPERFICIAL OBSERVER.

LEARN A BIT ABOUT GRAPHOLOGY: YOU WILL BE SURPRISED!

DESIGNED BY THOSE WHO FAILED TO TEACH THE NOT SO GIFTED.

(HIGH PRIESTS)
COMMITTEE MEMBERS OBVIOUSLY MISSED OUT THEMSELVES;
THEY ARE OF THE 'SUPPORT GROUP' TYPE (DANGEROUS
SUGGESTED READING: DON QUIXOTE (CERVANTES

FACULTY ACTION PLAN ONLY

GIFTED AND TALENTED EDUCATION ???
GIFTED AND TALENTED STUDENTS: PERHAPS?

PROCRASTINATION MEANS MAÑANA

OBJECTIVES/ GOALS	IMPLEMENTATION STRATEGY	TIME FRAME	ANTICIPATED OUTCOMES
MISCARRIAGE	* Provisions for acceleration of Gifted-Talented students. Vertical classes/Semesterisatio	T1 T2 T3 T4	* Accelerated progression of Gifted students.
When the work of any section has been completed by the advanced child, it is expected that he will be allowed to progress to the work of the next section. At the end of the Infant and Senior Sections, suggested enrichment extensions from the syllabus' content of the junior and secondary grades, respectively, are indicated. X	* Establishment of in-school clubs which promote meaningful activities and also provide moral support for Gifted-Talented students. • Chess • Backgammon • Drama • Public speaking • Computer • Subject clubs Survey staff re-interest and expertise.	LEFT BRAIN STUFF	* Improved student learning. * Improved peer support for Gifted-Talented studen
X	* Participation in Gifted-Talented competitions and community activities. • Maths Olympiad • C'th Bank Maths Competition • Science Competition • Eistdfod. • Hawkesbury Festival - Art Show • Debating and Mock Trials • History Master Mind • Tournaments of Minds • Freedom of Speech camp.	LISTING:	THE PSYCHOLOGY OF INSANITY PROJECTION * Gifted-Talented studen are satisfied with the curriculum offered at GRAPHOLOGY DAVID V. BARRETT HODDER & STOUGHTON
OBVIOUSLY NOT IN TOUCH WITH REALITY	* Promotion of and participation in KIDS COLLEGE COURSES • direct students • develop school based courses for kids college		* ... recognised as a centre of learning for Gifted-Talented student

CH OOL or ACC TY/ IDI DUA . . CATE STAF DEV LOP NT TI PL N

ACTIVITY/PROGRAM (& Co-ordinator)	TARGET GROUP(S)	INTENDED OUTCOMES OR GOALS	STRATEGIES/TASKS	RESOURCES HUMAN/MATERIAL	VENUE	DATE(S) & TIME(S)	COS $
		WISHFUL THINKING	COMPUTERISED THINKING	LEFT BRAIN STUFF			
GIFTED AND TALENTED EDUCATION	1. Committee	· Raise awareness · Implement teaching strategies to meet CATE needs · Policy development · Curriculum differentiation.	See CATE-ACTION PLAN.				
			1. In-servicing whole staff. of Staff Development Day.	- 2 Release days for Policy development 2× $160=$320	School	Term 1	$ 320
			2. Inservicing teaches of 8T in Core-subjects, one day and two after school sessions 4-6 pm	6 relief days = $960	School	Term 2	$960
				Meal = 8×$15×2 = $240	School		$240
			3. In-Service Course. (a) Educating The Gifted and Talented		a) UWS-Nepean Kingswood Campus	March 20, 27 9:30-4:30	$ 128
			(b) Developing Thinking Skills		b) UWS-Nepean Kingswood Campus	March 9, 25 7:00-9:00pm.	$ 130
			(c) Development of G-T. Progoms 7-12		c) Seven Hills ERC	April 4/4/93 8:30-3:30pm	$ 27
			(d) Teaching + extending G-T secondary students in Mixed ability classrooms	2 Relief days ×$160 = $ 320 Fees $35×2= 70	d) Seven Hills ERC	May 7/5/93 8:30-3:30	$390
			(e) Accelerating Students K-12 The how + why	1 Relief day ×$160 Fees $35	Seven Hills ERC	May 28/5/93 8:30-3:30pm	$ 195

PLAY SCHOOL

MORE ADMINISTRATION

MORE INCOMPETENCE

MORE WASTING OF MONEY

STRATEGIES/TASKS	RESOURCES HUMAN/MATERIAL	COST $
Physical Resources - Teaching Gifted Children, Developing - Programs for Schools.	Text, 1) J. Landvogt,	$ 24.
Pathways for Accelerated Learners.	2) Dr, E. Braggett,	$ 12.95
Up from Underachievement	3) D. Heacox,	$16.95
Video Notes, An Approach to Gifted and Talented.	4) T. Comeford,	$ 50
These resources will be vital for the proposed Library as per Action Plan.		$103.90

362.

SCIENCE | FICTION

THE INEVITABLE TOTAL REQUEST $ 2493.90

The Myer Report (1980)

!

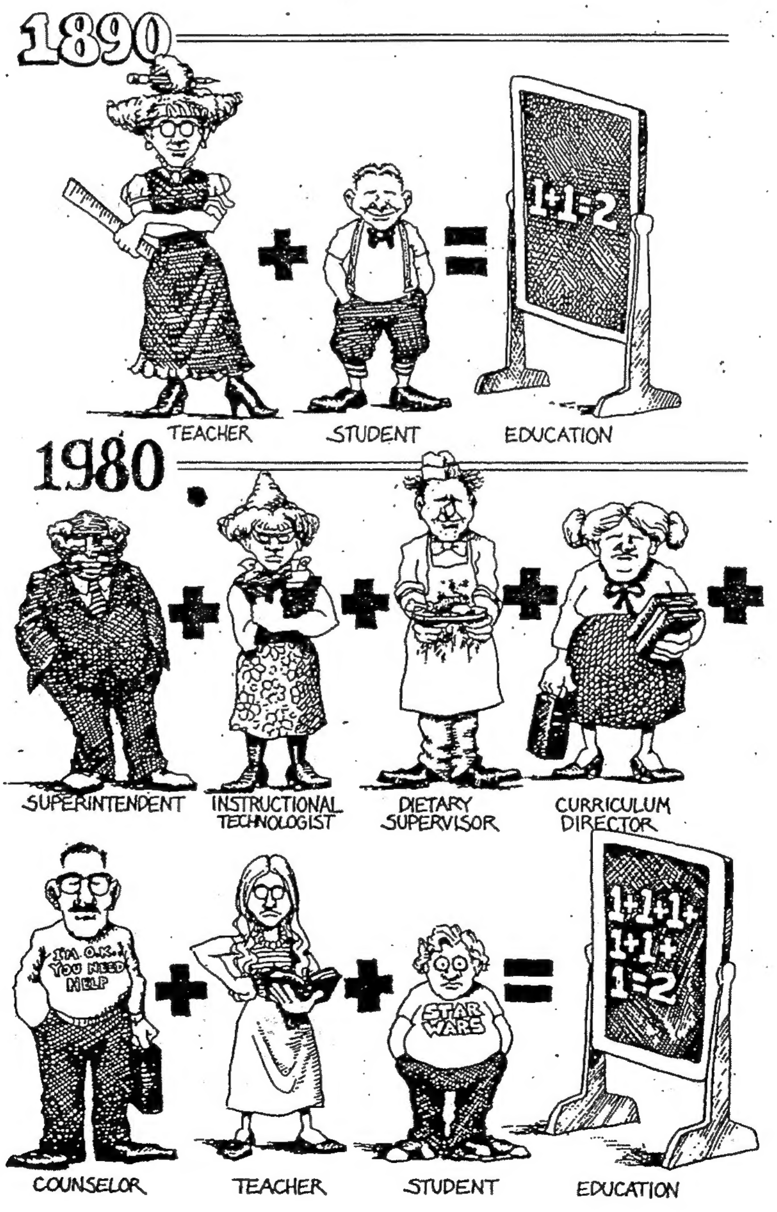
Of even greater long-term concern, the report argued, was the large proportion (more than 70 per cent) of primary schoolteachers who took no mathematics in their last years of high school. The report was concerned that teachers lacking familiarity with mathematics may educate their students towards a similar unfamiliarity.

Back to basics

EDUCATIONAL RESEARCH

Expensive commissioned reports are, by definition, **IGNORED**. (lured into a cul-de-sac and then quietly strangled).

THE PETER PYRAMID


1890
1+1=2
TEACHER
STUDENT
EDUCATION
1980
SUPERINTENDENT
INSTRUCTIONAL TECHNOLOGIST
DIETARY SUPERVISOR
CURRICULUM DIRECTOR
I'M O.K. YOU NEED HELP
STAR WARS
1+1+1+1+1+1=2
COUNSELOR
TEACHER
STUDENT
EDUCATION